High School Edition

A NEWSPAPER FOR AND BY STUDENTS OF U-T, MARTIN

THE VOLETTE

PUBLISHED BY THE STUDENTS OF THE UNIVERSITY OF TENNESSEE MARTIN BRANCH

MARTIN, TENNESSEE [illegible]

Vols Win Thriller From Union University, 92-85

Thursday night, January 2[illegible] the Vols played Union before an overflow crowd. The Vols sent their fans home singing to themselves with a stirring 92-85 win over a strong Union U. five. UT won in a brilliant display of teamplay and individual brilliance. The team played as a unit and no one got excited even when the situation at times looked a bit gloomy.

Now for a few particulars. Jimmy Young started his first game of the season and played with the drive and brilliance that everyone has expected him to show. He scored steadily all four quarters for 17 points. Yates played as good a game as he has ever shown. His 22 points, 16 in the last half, led [illegible] Sevier after scoring 4 points in the first half came in in the third quarter and scored 4 straight baskets all from about 20 feet out and several times he broke up Union scoring drives by stealing the ball. Bob and Bill Kirk played their usual all-around games, and that is mighty good. McKnight was a fine floor man and added 13 points. Mott started strong but soon had 4 fouls and early in the third quarter got his 5th.

Play throughout the entire first half was a see-saw affair. Young opened the scoring and from then on it was a case of UT's building up a lead of 3-5 points, with Union each time catching up. UT led 17-16 at the 10-minute mark. During the second 10-minutes the pattern continued. With 5 minutes left in the half UT led 31-28 but as the half ended Union pulled into a 41-40 lead, largely on free-throws.

Five minutes into the 3rd quarter UT led by only 53-51, but then, with Sevier and Yates leading the scoring, the Vols put on a spurt that gave them a lead they were never to lose and at the three-quarter mark it was 67-60 in favor of the Vols.

In the final 10-minutes Union made one last effort. With their fine center Byassee leading the way they pulled up to trail 78-76 with five minutes left. UT refused to be bothered by the pressure. Yates twice recovered loose balls for quick goals, the Kirks connected on a lightning fast break, Young made another basket and in an example of pressure playing in the final 10 minutes UT made [illegible] from the free throw line.

In the final analysis [illegible]

Vols Rout CBC In Rough Game

In a game which saw one team more interested in a combination of football and wrestling, the Vols downed CBC of Memphis January 20 by a lop-sided 71-37 score. The ball-playing was all by UT. CBC which evidently saw it could not win by playing basketball spent most of its time trying to equalize things by seeing how many UT players it could lay out.

Gerald Tabor left the game with a damaged knee. He will be out through the middle of the first week in February and whether he [illegible] play then is debatable, according to Coach Bardette. Jimmy Young was knocked to the floor and hurt his leg. Bob Kirk re-injured his leg. And in the most spectacular one McKnight received a head cut that required six stitches to close.

Four players scored in double numbers for the Vols with Bob Kirk's 16 points tops. Yates and Mott each had 12 and McKnight 10 before being injured early in the third quarter. UT scored 29 baskets to 10 for CBC, yet a Memphis paper said later that the difference in the games was in free-throws. How silly can you get?

Despite the lopsidedness of the final score the Vols had their troubles in the first half. A team plays somewhat according to the caliber of the opposition and it did not make UT look good at first. At the 10-minute mark UT led 15-14 and at the half the Vols had only a 2-point lead of 29-27.

The Vols came out for the last half evidently determined that they would play basketball regardless of what the other team wished. UT scored 24 points to 7 for CBC through the first 10 minutes of the half and added 20 more to 3 for CBC the last 10 minutes.

UTMB	CBC
McKnight 10	Barnes 11
Mott 12	Henson
Yates 12	Burke 12
Tabor	Rushing 7
Kirk, Bill [illegible]	[illegible]
Young	Martin 2
Kirk, Bob [illegible]	[illegible]
Sevier [illegible]	
Pettigrew 2	
Kelley	

PHOTOGRAPHIC CONTEST OPEN

[illegible] being sponsored by [illegible] Kappa Alpha Mu, the National Press Photographers Association [illegible] Encyclopedia Britannica [illegible] for entries is March 1[illegible]

[illegible] pictures [illegible] picture sequences. Prizes include a two-week all expense visit to LIFE, sets of the Britannica and the Britannica World Atlas and plaques and trophies.

Contest rules and entry forms are available from W. J. Edom, National KAM Secretary, 18 Walter Williams Hall, University of Missouri, Columbia, Mo.

Mrs. Payne Joins Faculty In English

[illegible]

Winter Wonderland Dance Opens Season For Winter Quarter

[illegible]

Refreshments of punch and [illegible] cakes with blue and white icing were served to the many guests.

Something different at this event for the benefit of those wishing to have their photograph taken was the silver-covered sleigh with a background of blue with silver snowflakes. Several couples were seen perched in the sleigh while Mr. Waller's flashbulb and camera recorded a picture to be added to other memories and souvenirs of happy events.

Other highlights of the evening, especially for Mrs. Clifton and Mrs. Freeman, were the songs "Let Me Call You Sweetheart" and "Deep Purple" dedicated to these beloved dorm mothers. The chaperones for the event were the four dorm mothers, Mrs. Clifton of Reed, Mrs. Freeman of Freeman, Mrs. Hep[illegible] of Lovelace, and Mrs. [illegible] of Oxford. [illegible]

Credit for the success of the event should go to Reed and Lovelace Halls for the gorgeous decorations, Freeman and Oxford for the program and delicious refreshments, and of course to Tom Lo[illegible] for his always fine orchestra sending out such sweet [illegible] music [illegible]

The Winter Wonderland Dance [illegible] formal dances [illegible] social program. These dances and numerous other [illegible] dates are a big part of the life of the UTMB student.

MR. JOHN SHANNON MURPHEY

March 3, 1918—January 23, 1955

Whether it be next year or half a century from now, whenever college days here at U-T Martin Branch are recollected in private dreams or in sessions of reminiscing at reunions, scores will identify their classroom [illegible] with English courses under Mr. John S. Murphey. "He made us want to work," they will remember. In him, inspirational force paralleled personal example.

A teacher is either a master or a fool; there are no in-betweens. Insight and sympathy are the jewels of his calling. He can polish a gleam of promise, or he can banish it. The two unforgivable affronts a teacher can commit are dullness and unintelligibility. It is a credit to Mr. Murphey's wit, judgment, erudition and eloquence that he gained attention without pleading or even requesting.

Mr. Murphey sometimes painfully tolerated but never forgave that sham which passes for effort. He always sought to encourage the pursuits of intellect and talent.

No one who has sat at his feet has departed without renewed hope for personal endeavors or without an impression of the counselor: his appreciation of new ideas, his belief in the potential and understanding of the frail, his humor, his scholarship and accuracy.

Perhaps the winning and losing, building and crumbling, buying and selling of the world shall fill our minds and blanch the memory of syntax and grammar and Milton and Byron. But this man gave us something eternal, which was the fire and faith part of himself. Our hearts shall not forget.

Youngest son of Mr. and Mrs. Harry B. Murphey, north [illegible] Obion County, Tennessee. Graduated from South Fulton High School. Attended [illegible] University, Lambuth [illegible] BS from Murray State, MA from George Peabody [illegible] work at University of Texas. Taught at [illegible] Ky. High School and [illegible] World War II Army [illegible] Came to UTMB [illegible] First Christian Church [illegible]

Charles Denning

Campus Leaders Named In Annual Poll: Beard, Headden Top List

[illegible] UTMB [illegible] Agnes Beard [illegible] campus leaders [illegible] the highest award [illegible] personality.

Agnes Beard



AGNES BEARD

Mary Agnes Beard is going to [illegible] with all [illegible] has happened to Agnes Beard. When she was [illegible] Miss UTMB [illegible] Agnes, a native of [illegible] outstanding [illegible] she was a little [illegible] the daughter of Mrs. [illegible] graduated from [illegible] High School. Agnes [illegible] activities. She [illegible] cheerleader, [illegible] Beta Club and [illegible] Alpha Delta Kappa [illegible] staff, Quill [illegible] FHA, Social Science [illegible] Agnes likes to sing and was an active member of the Methodist Church choir. As a freshman at UTMB Agnes was a member of SCA, Delta Phi Delta, Wesley Foundation, T Club, and Education Club. She was selected to help the ball teams as a cheerleader. One of the outstanding events of the year was the Valentine Dance at which Agnes was crowned Valentine Queen. Later she was elected as one of the campus beauties.

As a sophomore she collected more titles as Homecoming Queen, ROTC sponsor, and secretary of Delta Phi Delta. For the past two years she has had parts in all the chorus events and is very interested in music.

Agnes is going to Knoxville next [illegible] Harry is [illegible] Agnes is always [illegible]



BILL HEADDEN

Bill Headden

[illegible]

Pete Gossett

[illegible]

Bob and Bill Kirk

[illegible]

Phillip Watkins

[illegible] T Club [illegible]

[illegible] page 8

Military Ball Set For February 12

BY BILL TEFTON

[illegible] February 12 [illegible] UTMB [illegible]

[illegible] WENK [illegible]

[illegible] from the Military Science [illegible] at $1.00 each.

The Dance Committee requests that no flowers be bought.

Marker To Tell Story of UTMB

[illegible]

Annual Open House To Be Held April 7

[illegible] on Thursday, April 7.

Memphis Navy Team Torpedoes Vols 82-69

[illegible]

UT [illegible] started the game against Union two nights previous [illegible] McKnight was able to [illegible] the others fell off a bit and therein lies the tale. It may be that the great effort against Union took something out of the Vols. UT trailed at the half 31-40.

UTMB 69	Memphis Navy 82
McKnight 21	Morris 18
Mott 11	Denison 12
Yates 11	Winslow 20
Kirk, Bob 8	Park 6
Young 2	Knight 19
Kirk, Bill 8	Morehead 7
Sevier 8	

Former Instructor Here Is Honored

By BOB EAVES

[illegible]

Vols Play Tonight At Murray State; Vandy Saturday

The Vols will be at Murray [illegible] Murray [illegible] first defeat [illegible] years back [illegible] and the Vols will be [illegible] They will [illegible] second [illegible]

In the previous game Murray [illegible] UT tonight [illegible] 5-point defeat with some 5 minutes to go, only to see Murray pull away.

Saturday night UT will be at Nashville where they meet the Vanderbilt Frosh. UT handed the Vandy Frosh their first defeat of the season in mid-January and will be out to show that they can do it twice in one season. These two games are the two biggest away from home hurdles left on the Vol schedule and a sweep would give them a chance to break their last year's record of 16 and 3.

A considerable number of students are making the Murray trip by chartered bus. It is expected that several will be on hand for the Saturday night game as well.

LIFESAVING CLASSES NOW BEING TAUGHT

Senior Lifesaving is now being taught here on the campus with the first classes being taught this week. The classes and their instructors are Tuesdays and Thursdays, Hugh Colville, instructor, Mondays and Fridays, Boyd Childs, instructor, Mondays, Wednesdays, and Friday, Ross Walker, instructor. Bill Weeks is the assistant.

Fifteen minimum class hours are required. The first half of the course will be in learning the strokes and the last half will stress techniques of lifesaving. There will be adequate time to finish the course so that students may enroll for instructors' training which will be given in the spring.

There are eight girls and 15 boys enrolled for the course.

BILL WEEKS IS NAMED MANAGER OF BOYS' INTRAMURALS HERE

Bill Weeks, a junior in Education, has been chosen Boys' Intramural Manager for the winter quarter. Bill came to UTMB three years ago from Millington Central High.

Bill is well known around the campus for his interest in sports. He has been on the football team all three years and one of the outstanding scorers for two years. Being the team captain of the Black Intramural team and an outstanding member are among other honors he has won.

Twenty-one year-old Bill has other interests, however, as he is a past president of the Wesley Foundation and was chosen Valentine King his freshman year. He is a member of the T Club and the Education Club.

AG BANQUET PLANNED FOR FEBRUARY 18

About 120 agriculture students, faculty and guests are expected to attend the Ag Club's annual banquet to be held at Bevette's Dining Hall, Reelfoot Lake, Friday night, February 18.

Dr. Leslie E. Card, University of Illinois, will be the speaker. He is widely known author and expert in the field of poultry husbandry. His textbook is used here. His address will be supplemented by a series of color slides.

Business Club Elects

Gerald Carver, sophomore from Obion, is president of the Business Club for the winter quarter. Tom Stewart is vice-president, Ann Huntington, secretary, Ruby Ed[illegible], treasurer, and Martha Fisher, reporter.

PORTERS TO APPEAR ON WMCT SUNDAY

[illegible]

Mr. Porter [illegible] this is his [illegible] year at UTMB. He attended Memphis State College last year. They live at 212 [illegible] Oakland.

Nation's Technical Advancement Depends On Future Engineers



Elementary surveying is taught to all engineering students.

ENGINEERING AND MATHEMATICS

By PAUL FOOTE

Chairman of Mathematics

The engineer's principal work is to discover and conserve natural resources of material and forces, including the human being, and to create means for using these resources with the least cost and waste and with the most useful results. The high standard of living, the comforts of life we enjoy, as well as the strength of our nation, may be attributed, to a great degree, to the past achievements of the few who have so dedicated their lives.

Formerly, many of these achievements were brought about by methods of trial and error and processes of elimination. However, as our equipment became more complex and our resources fewer, these methods of experimentation were found to be no longer adequate. As a result, the "inventors bench" has been replaced, to a large extent, by the drafting table where, by the application of the exact sciences (chemistry, mathematics, physics, etc.), the future behavior of these materials and forces may be accurately foretold.

To make such predictions an engineer must know various laws of nature under which physical systems operate. These laws are usually expressed in mathematical form because they are relations between the measure of quantities, such as the weight of an object and the forces acting upon it. From such laws the engineer can determine how to increase the efficiency of a given device. He can also diagnose failures in equipment and suggest improvements. When the engineer uses numbers and hence mathematics, his work becomes exact, and his field itself becomes a science.

A person contemplating a course in engineering should understand that engineering of today is highly technical in nature, requiring several years of difficult training in science and mathematics, with mathematics the most fundamental subject. In fact, engineering, in the main, is an application of mathematics and the natural sciences.



All Engineering students must become familiar with the general purpose types of machine shop equipment.

Why I Chose Engineering as A Career

By DONALD K TAYLOR

Sophomore Engineering Student

Since the stone age man has put to use the elements of engineering to improve his way of living. Down through the ages there has existed a challenge to man to design and build tools and machines that will make his existence on earth easier and more pleasant. I think that regardless of how far science advances this challenge will remain in the minds of men with a creative desire.

The desire to be a part of the vast brotherhood of men dedicated to the betterment of mankind came to me many years ago. I began to think seriously of an engineering career when I was a freshman in high school after most of the childish whims concerning what I wanted to do with my life had passed. My interest in mechanical things and what makes them work helped me to make up my mind I suppose the desire to create exists in everyone, but I have always gotten a lot of joy out of building things. I used to enjoy building models, especially airplanes. Of course a talent for using one's hands is far from enough to make a successful engineer. I have always enjoyed mathematics and the sciences, and one must enjoy them if he plans to work with such subjects, all of his life. There is a lot of study involved in a course in engineering, and this study must continue after graduation. Becoming accustomed to diligent study is the most difficult part of engineering, but after one becomes accustomed to it he realizes how profitable it is to him.

If you are planning to enter engineering, I think you'll agree with me after you get into it that there is a brilliant future ahead of the engineer and also a lot of work.

Cooperative Education In Engineering

BY O'DELL JONES

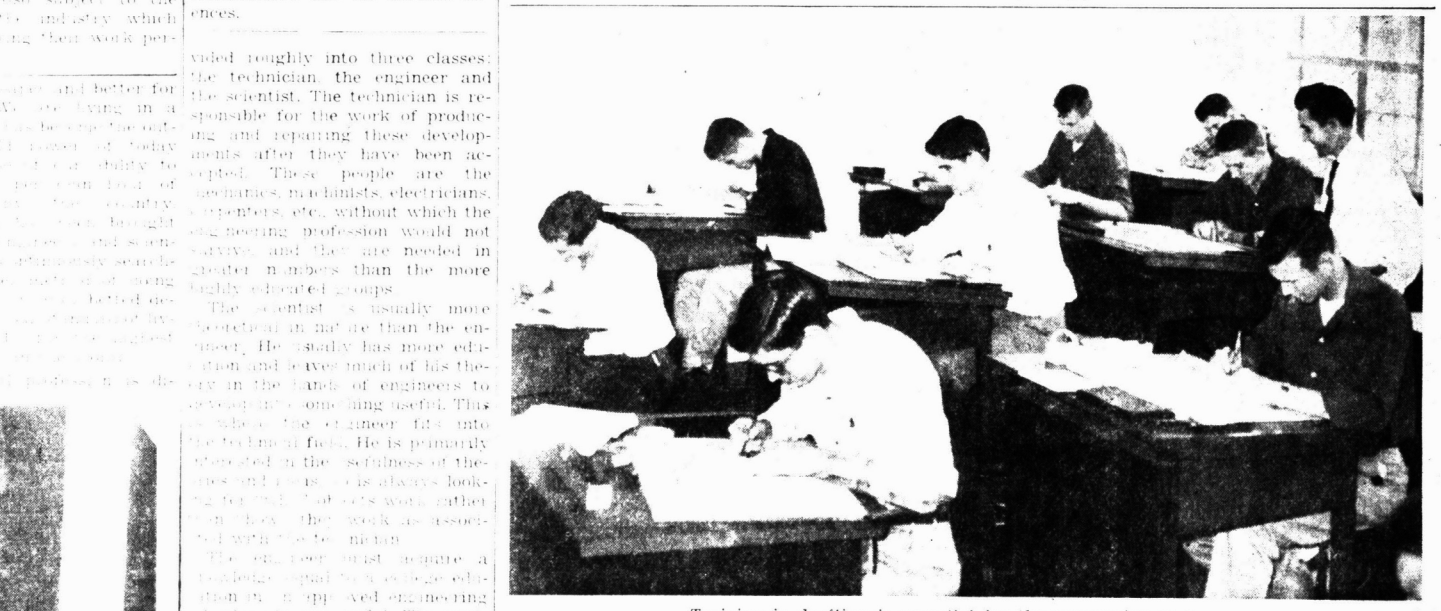
Home Engineering and Mathematics Departments

During the school year 1953-54 thirty-five colleges or universities and eight technical institutions participated in some form of a cooperative education program. This program is made up of an arrangement of jobs and study which will go to [illegible] school [illegible] of the [illegible] jobs which no university could afford and the more important one of learning industrial methods and practices.

A secondary consideration is that of financial. The student is paid for his work while in industry and receives from $150 to $250 per month, roughly as a beginning salary with higher increases according to his progress. These jobs are usually in his field of interest and training. This program requires five years to complete the work for the degree rather than the four years required in regular college work. Students are also subject to the draft while in industry which [illegible] their work per-

Arrangements have been made with the University of Tennessee in Knoxville for a student to enter this program at the end of his second or third quarter as a freshman and continue on through his remaining quarters at Martin and after transferring to Knoxville. This is a popular program and will actually increase in popularity when students learn more of its advantages. The jobs are usually near the places preferred by students but naturally cannot always be so arranged.

This program is open to all engineering students who can qualify. The coordinator of this program requires that a student have a minimum of a 2.5 quality point average which is roughly half way between a C and B average. Applicants are also subject to the approval of the industry which [illegible] their work per-



Training in drafting is essential for the prospective engineer.

A CAREER DECISION

BY NORMAN TERRELL

Sophomore Engineering Student

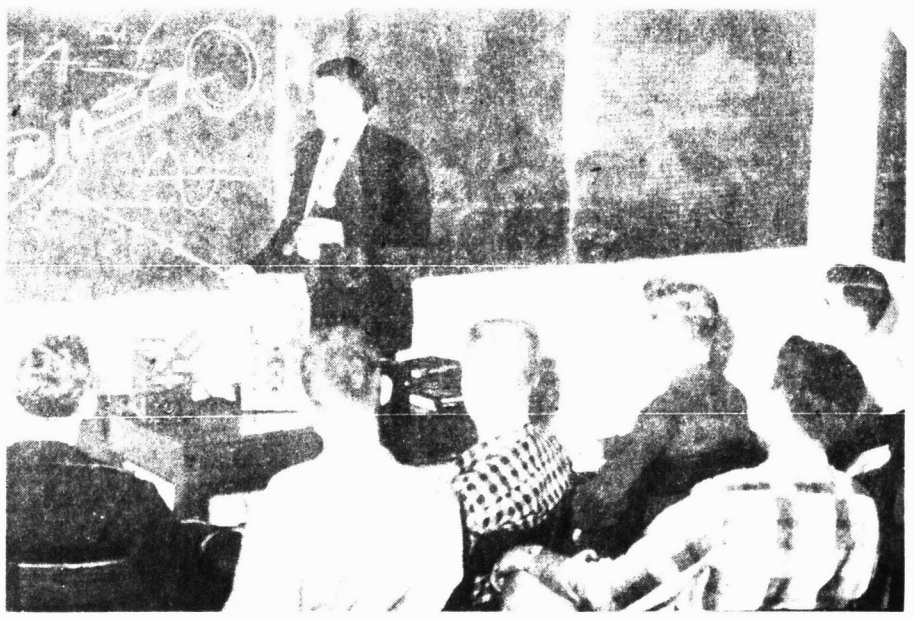
Upon graduation from high school I enrolled in college and chose engineering as my course of study. Evidently the desire to go to school was not as strong at that time because I left school shortly and enlisted in the U. S. Air Force with not the least idea that I would later have the strong desire to continue my studies in the profession of engineering.

My studying about and working on aircraft had considerable bearing on my later making the destruction took much ingenuity and study engineering. It was here that I began to realize the value of engineering training after working on devices whose design and construction took much ingenuity and training.

After being discharged from the Air Force I applied for work with the Aluminum Company of America, located at Alcoa, Tennessee, since I had not come to the final decision as to whether I would return to school.

At Alcoa I worked in the smelting division where my duties ranged from refining pots (the device in which the smeltering process takes place) to reading meters in the electrical department. It was here that I saw the engineer at work in the field and I became more closely related than ever before to some of the actual duties and problems with which the engineer is faced. I saw the advantage of investing the time, money and effort required to attain engineering training. People with engineering training receive a salary when starting with the company which is usually higher than the salary that many employees who have a number of years of seniority receive. In times when production should have to be decreased, and the hourly-rated employee is laid off, the man with engineering training (who usually works on the salary basis) will have a much less chance of losing time from work due to such a cut back.

THE ENGINEER



[illegible] Mr. Hugh Colville Manager of Southern Bell Telephone Company in Union City, demonstrates microwave communication with models to Engineering Club.



Mr. Hugh Colville Manager of Southern Bell Telephone Company in Union City, demonstrates microwave communication with models to Engineering Club.

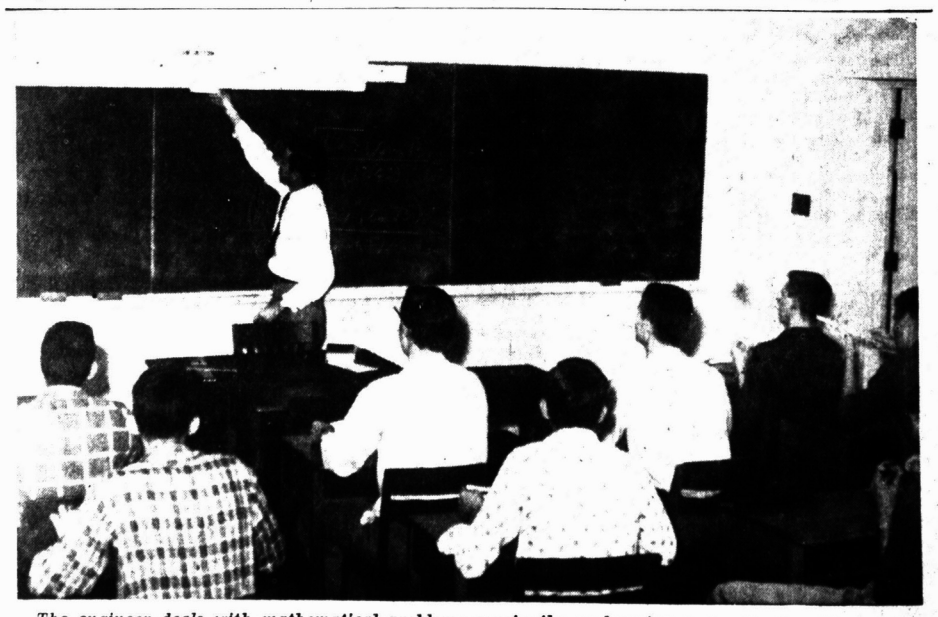
provided roughly into three classes: the technician, the engineer and the scientist. The technician is responsible for the work of producing and repairing these developments after they have been accepted. These people are the mechanics, machinists, electricians, carpenters, etc., without which the engineering profession would not survive, and they are needed in greater numbers than the more highly educated groups.

The scientist is usually more theoretical in nature than the engineer. He usually has more education and leaves much of his theory in the hands of engineers to develop into something useful. This [illegible] the engineer falls into the technical field. He is primarily interested in the soundness of theories and facts. He is always looking for "what's wrong rather than how the book as associated with [illegible] nician.

The engineer must acquire a college equal to a college education in an approved engineering field to be successful. The engineering field is divided into many special branches and then further divided into specialized [illegible]. The University of Tennessee Martin Branch offers courses in the general engineering fields of civil, electrical, mechanical and aeronautical engineering [illegible]. Higher specialization may come from chosen electives and graduate study.

Am I qualified for a course in engineering?

It is certainly agreed that everyone would not make good engineers and everyone should not try to be one, but there are certain things which help to make up one's mind. Ask yourself the following questions: *Do I have the proper background?* Most engineering schools require at least one and one half units of algebra, one unit of plane geometry and one half unit of solid geometry along with at least twelve units total, of non-vocational units. You should also be at least in the upper half of your high school graduating class, but this is not a requirement for admission. *Am I mechanically inclined?* This is a desirable characteristic but not required or essential at all, often misrepresented because of public opinion. *Do I like mathematics?* Since the engineer's work and training must rest on the base of mathematics, this requirement is essential to an engineering student. *Can girls be successful in engineering?* Many girls have entered the field of engineering and are very successful. Many fields of inside work, such as electronics, are as well adapted to girls as well as boys. *What can I do if my high school credits do not meet the requirements for engineering?* Here at the University of Tennessee Martin Branch courses are taught on a "high school credit only" basis to those not meeting the requirements listed above.



The engineer deals with mathematical problems constantly, so learning to handle the slide rule as an aid in speed is very helpful.

Teaching: A Challenge To Young America

The Growing Demand For Teachers

By GLENN S. GALLIEN

Associate Professor, Head of Department of Education and Psychology

There has never been a greater demand nor need for trained teachers in Tennessee than exists today. Thousands of beginning students are crowding the classrooms and bulging the school buildings as school authorities seek hundreds of additional teachers to meet the growing critis. Nearly 30,000 more students enrolled in Tennessee schools this year than attended last year. Total public school average daily attendance for the state can be expected to increase each year by approximately 20,000 through at least 1957. It is estimated that approximately 1,000 additional teachers will be needed each year if the crisis is to be met. Among factors influencing this increasing enrollment and average daily attendance are: (1) increases in births, (2) improved holding power of the schools, and (3) in-and-out-of-state migration. Hundreds of additional teachers are needed to replace emergency and regular teachers who are already on the job but do not meet accepted standards of preparation.

At one time, teaching was about the only choice open to women who wanted to work. Now there are hundreds of economic opportunities open to them in business and industry, teaching being only one of the many professions which welcome young women along with young men. Tennessee teachers now enjoy ten months of salary, with three months vacation during the year. They have the privileges of sick leave pay, tenure, and retirement provisions. The number of positions available during the next few years will undoubtedly provide the greatest opportunity for teachers' careers that has ever been known in any professional field.

The State Department of Education issues the Teachers' Emergency Certificate to students completing two years of college work and earning credit in certain prescribed courses. The applicant for this certificate must have earned a mimimum of ninety quarter hours of general education selected from the core curriculum. The professional education courses are designed to include a group of experiences to develop an understanding of the concepts underlying human growth and development. The general education requirements for teacher education and certification, stated in the form of fields of subject matter, are assumed to provide objectives, content, and methods appropriate to the development of the competencies basic to all of life's responsibilities.

The Teachers' Emergency Certificate is valid for two years and may be renewed by the completion of twelve quarter hours of residence credit in an accredited college with an average grade of the quality acceptable for graduation, applicable for the Teachers' Provisional Certificate.

The Martin Branch of the University offers the training necessary to satisfy the requirements for this certification and the first two years of four years of college graduation requirements.

Some 40 agriculture and engineering students have applied for summer work with the Soil Conservation Service. Several took the qualifying test at Union City January 13.

WHY I CHOSE PHYSICAL EDUCATION

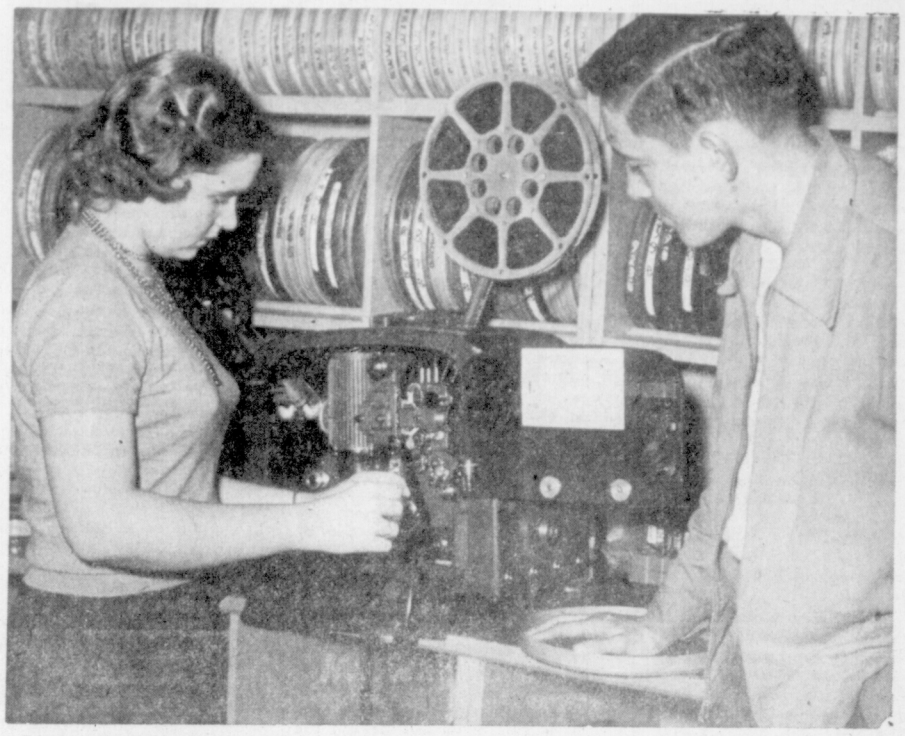
By BILL WEEKS

I chose physical education because I feel that I can render a service in that field. The demand for trained teachers of health and physical education is growing daily as the number of students increase and we become more conscious of their physical welfare. We realize that the child as a whole must be considered and that he must grow and develop physically as well as intellectually and emotionally. Therefore, the possibilities for qualified teachers in this field is unlimited insofar as rendering service to the child is concerned.

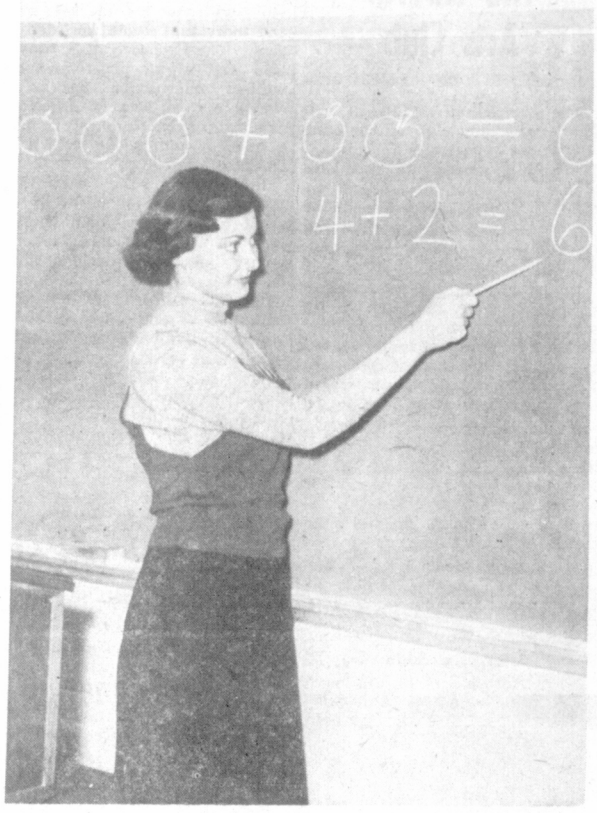
I selected UTMB as the college in which to take my training because of the advantages I felt I would have at a small college which is a part of the state university. The staff and facilities at UTMB are adequate to maintain high standards in physical development and to train young men and women for careers as physical education teachers, coaches, and recreation directors.

I am convinced that I selected the right curriculum as well as institution in which to take my training. I am looking forward to taking my place in the best profession as a teacher of health and physical education.

The physical education program is well balanced in that physical development and individual skill is encouraged as well as group cooperation and participation. The curriculum in health and physical education at UTMB is designed to meet the first two years of a four year program.



Teacher Education includes learning to use Audio-Visual devices for the enrichment of instruction.



Educational students learn to explain and demonstrate in subjects to be taught.

Students Accept Challenge

The following students have accepted the challenge of education at UTMB this year. Many of them will be our teachers of tomorrow.

Glenda Joyce Abbott, Buena Vista; Phyllis Jane Allen, Martin; Patsy Jane Anderson, Finley; Dorothy Allen Atchison, Medina; Helen Agnes Beard, Dyersburg; Gary Wade Boggess, Hardin, Ky.; Betty Carolyn Bolton, Martin; Dora Joy Booth, Bells; Billy Lee Brisco, Nashville; Barbara Jane Brooks, Trenton; Gene Everett Cain, Brownsville;

Jerry Wade Campbell, Sharon; William Carnell, Newbern; Albert Young Chambers, Friendship; Bradford Ball Childs, Dyersburg; Margaret Ann Coffman, Fulton, Ky.; Carolyn Collier, Fulton, Ky.; Joyce Marie Collier, Martin; William Walter Cox, Brownsville; Billy Ray Crossnoe, Finley; Gene Douglas Davidson, Waynesboro; Mavis Lorane Davis, Pope;

Cecil Clair Dickinson, Brownsville; Bobby Dobbins, Elbridge; Martha Jeanette Doran, Savannah; Billy Joe Doyle, Milan; Doris Crane Fortner, Waverly; Barbara Ann Francisco, Graysville; Lovella Nadine Gearin, Greenfield; Janette Gordon, Sharon; Allene Graham, Linden; Joe Robert Grooms, Greenfield; Jane Elizabeth Hamilton, Union City;

Harry Parker Harness, Jr., Dyersburg; William Thomas Harrison, Martin; Barbara Ann Hart, Newbern; James Franklin Hickey, Hopkinsville, Ky.; Wilma Blanche Higginbottom, Selmer; William David Hills, Troy; Jo Ann Holbrook, Dresden; Warren Cisco Hughes, Hickman, Ky.; Bettye Jo Hutchins, Dayton; Dolores Marie Ingram, Newbern;

Doris Joan Kelley, Dresden; William Edward Kendrick, Brownsville; Essie Jane Kilgore, Martin; Betty Jo Knight, Ridgely; Narion Duane Lacy, Paris; Doris Ann Lee, Martin; Doris Ann May, Martin; Jo Evelyn Mehr, Newbern; Franklin Eugene Nedry, Troy; Evelyn Ruth Pinkerton, Trenton; Joyce Ann Poor, Newbern;

Jessie Ruth Pope, Linden; Weldon Lee Pratt, Milan; Jerry Kendall Riddick, Dyersburg; Bobby Dwaine Robinson, Greenfield; Billy Joe Roney, Union City; Jo Doris Sanders, Troy; Loretta Sue Smith, Martin; Thomas Raney Smith, Covington; Maxine Stover, Elbridge; Betty Ruth Summers, Whitehaven; Gerald Wayne Tabor, Marion, Ky.;

Kaye Taylor, Ramer; Peggy Ruth Tracy, Alamo; Jimmy Trentham, Dresden; Billy Carson Vaughn, Troy; Donna Lee Veazey, Paris; Aaron Walker, Brownsville; Jo Alice Wamble, Henderson; William Carroll Weeks, Memphis; Shirley Anne Whiteley, Mt. Pleasant; Clara Lynn Williams, Jackson; Barbara Anne Wilson, Lexington; Barbara Livingston Wilson, Brownsville; Laura Boswell Winfrey, Moscow; Raymond Bishop Woods, Hickory Valley; Frances Ellen Youree, Lascassar.

WOMEN'S PHYSICAL EDUCATION

By DORIS SANDERS

The interesting and varied women's physical education program here at UTMB offers much to any student whether she be a star athlete, social butterfly, or a brainy bookworm. The program is designed to develop the body (curves as well as muscles) and the mind (an outlet for that physical energy which every young person has).

Freshmen begin their physical education with volleyball during the fall quarter. The first half of the quarter, they learn the fundamentals of the game and develop that special art of serving a volleyball to a special spot. After that the fun really comes in as they then begin playing competitive games. Classes are divided into sections, usually two or three, each section being at a different hour. When they begin the volleyball games, the sections are divided into three or four teams each, the teams having such unusual names as the Bloomer girls, the Blue Streaks, the Jolly Volleys, etc. Usually the winner has a hard time winning two out of three games—as the teams are evenly divided. The final test consists of serving, volleying, and rules. Volleyball skills come in handy as it is the chief intramural sport during fall quarter.

Tumbling is the freshman physical education for winter quarter. I know of no better way to find out how many muscles you really have than to take tumbling for a week or two. The freshmen really work hard at this, as this is their specialty during Carnicus, which is the program given toward the end of winter quarter by the physical education department. Some of the things learned in tumbling are forward rolls, backward rolls, double rolls, cartwheels, backward flips, hand stands, and angel stands.

Teacher Education Program

By GLENN S. GALLIEN

The Education Curriculum at the University of Tennessee Martin Branch offers a two-year program in Elementary, Secondary, and Physical Education. The program at UTMB is designed to meet the first two-year requirements of the standard four-year program for teacher-education.

The professional courses provide the student with real-life situations in child study, supervised teaching, group recreational activities and other phases of the program. Along with the teaching methods, students learn to use many types of audio-visual devices for the enrichment of the instructional program. Emphasis is placed upon the "whole school" and the "whole child" as students gain experiences inside and outside of the classroom and in the public schools of Martin.

The courses in general education are designed to lead the student to maintain and improve the effective use of his own health and to assume his share of responsibility for protecting the health of others. The basic skill of communicating effectively through reading, writing, speaking, and listening are taught as accepted objectives of general education. For the teacher, general education is not only a preparation for professional competence but for personal living, family life, civic responsibilities, and community leadership. It is believed that the teacher should be an effective person and a contributing citizen of the community.

The Curricula in Education at the University of Tennessee Martin Branch helps the future teacher to exercise the privileges and responsibilities of democratic citizenship and to acquire an understanding of the natural environment and its relationship to human welfare. Such training helps the student to do logical, relational, and imaginative thinking, to make relative judgments and to discriminate among moral and spiritual values, applying them to day-by-day human relationships. To develop the requisite attitudes, dispositions, and a major task, and an important pare of the teacher training program.

With proper training at the University of Tennessee, Martin Branch, the student can qualify to teach on two years of selected courses with the emergency certificate, or may complete two years more and qualify as a high school teacher, coach, physical education director, playground director, social worker, or other positions.



Future Teachers on the air—WENK.

Can I Become A Successful Teacher

By WILMA HIGGINBOTTOM

First, we should make it plain that good teachers are *made* not *born!* Through the proper training and experience, the "average" person going to college can be molded into a successful teacher. In college, future teachers receive training in many fields—education, psychology, sociology, and child develment. In addition, they master subjects in the field in which they specialize. These individuals learn about others as well as about themselves; they learn to deal effectively with others.

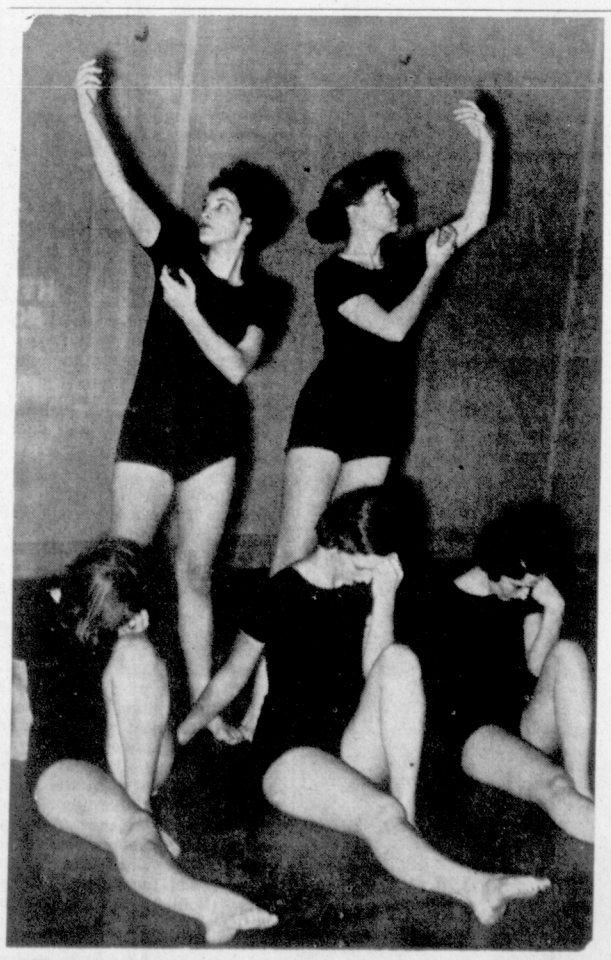
Nowadays, the student is given a course in practice teaching. This course makes it possible for one to actually teach under expert direction. This experience gives the student practical experience and confidence. He, or she, knows what teaching really is. Thus, the student is molded into an effective teacher.

Can I become an effective teacher? Generally, the answer is *yes.* If you have the desire to teach and the ability to go college work, chances are that you can become a successful teacher. You should remember that it is important to attend a college or university that can accommodate you and give you individual attention. As you know, the successful teacher knows his subject, knows his own personality, and is aware of the personalities and needs of others. If a person is short on any of these qualities, he can usually remedy it. Also, there is nothing as pleasing as knowing you are learning about yourself and others.

So in short it might be said that if you want to help others and sincerely desire to improve yourself, college training can mold you into a good teacher.



Supervised teaching in real-life situations is a part of the program of the Curricula in Education.



Young women develop grace through modern dance routine in Physical Education.

A Message - - - To A Future Teacher

Dear Future Teacher:

To you high school seniors who are contemplating the field of education, may I say that teaching is the best profession in the world. True, at present it is a profession in which you will never grow wealthy, but there is a magnanamous store of satisfaction and happiness in working with young people. It is a field in which a challenge is presented and for which the fruits of labor can be witnessed for whatever they are worth. Perhaps it is the same pride which guides the ambition in man's life, that makes him seek better things raising his standards of living, that guides the role of a teacher. Undoubtedly, your work here at the University of Tennessee, Martin Branch, would make you a *better* teacher.

The Future Teachers of America is more or less social in nature. Here, you can meet and know many of the students who are interested in the educational field, who share many of your interests. The Future Teachers of America Club will help you to arrange your social and academic life so that it will be of an interesting and worthwhile nature.

All members of the education curriculum, whether in elementary, secondary, or physical, are eligible for membership in the organization. The Future Teachers of America Club at UTMB, while comparatively young in its growth and development, is becoming one of the most aggressive and active clubs on the campus.

There are many informal meetings during the school year, informal parties, and group projects. Occasionally there are lectures by interesting speakers on various educational topics as well as entertaining programs presented by club members. You will always have a chance to appear on programs, and we can assure you that these activities will be helpful to you in your life as a teacher.

For a host of fun and enjoyment of professional companionship, become a member of the F.T.A. Club when you attend UTMB. If you desire additional information, I will be glad to help you.

Sincerely,
Bill Cox, President
Future Teachers of America
U-T Martin Branch

Liberal Arts: Basic To All Curricula

The Curricula In Liberal Arts

By GEORGE HORTON
Head, Department of Liberal Arts

The Department of Liberal Arts is one of the six academic Departments of the University of Tennessee Martin Branch. This department includes the following divisions: Biological Sciences, George Horton, Chairman; English, H. H. Kroll, Chairman; History and Political Science, David C. Allen, Chairman; Physical Sciences, A. Norman Campbell, Chairman; and Music, Harriet E. Fulton, Chairman.

The lower division courses taught in the Department of Liberal Arts are fundamental in the training of the students enrolled in the curricula in Liberal Arts, and they are of basic importance to students in the other curricula. Upper division courses in English and Political Science are offered for juniors and seniors in Agriculture and Home Economics.

The Curricula offered in the Department of Liberal Arts are: Pre-Medicine, Pre-Dentistry, Pre-Nursing, Pre-Law, Medical Technology, Liberal Arts, Music and Pre-Pharmacy. During the fall quarter of this year one hundred five students were enrolled in these curricula.

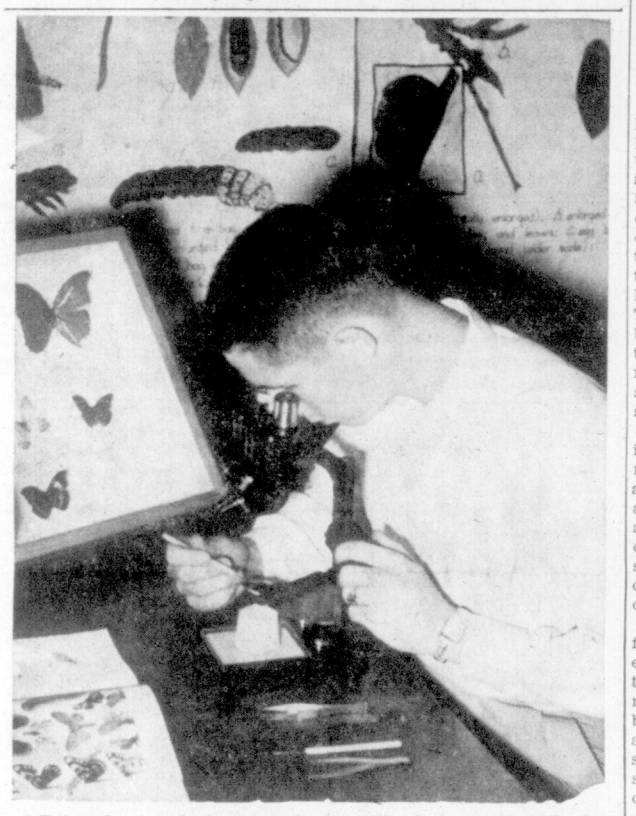
Our Institution is indeed proud of the fine work that its pre-professional graduates are doing in professional schools after they leave here. Many of them are making enviable records in school of Medicine, Dentistry, Pharmacy, Medical Technilogy, and Nursing. Frequently, they are the scholastic leaders in their respective classes.

The majority of our pre-professional students continue their training at medical units of the University at Memphis. During the fall quarter there were sixty of our former students enrolled there in professional courses. About half of these were enrolled in medicine.

In the September, 1954, graduating class of the University Medical Units at Memphis, there were seven of our former students, and recently we have had as many as *fourteen of our former pre-professional students in one of their graduating classes.*

Miss Camilla Bivens, who completed requirements for her B.S. in Home Economics here this fall, is now assistant home demonstration agent at Gallatin, in Sumner County.

Ensign Charles D. Whitlock (Ag. '53) is now an officer aboard the USS "Waxuring"—AM389, according to Mrs. Harve Gardner. Address: c-o Fleet Post Office, San Francisco, California.



Entomology students pursue basic studies in insect identification and control.

Why Study The Physical Sciences?

By NORMAN CAMPBELL
Associate Professor of Chemistry

The physical sciences taught at the Martin Branch of the University of Tennessee include general chemistry, organic chemistry, geography, geology and physics. Almost every student takes one or more of these subjects during his stay on the Martin campus.

Though occasionally a student enrolls in the physical science field only because his curriculum requires it, several much better reasons may be given for learning something about this field.

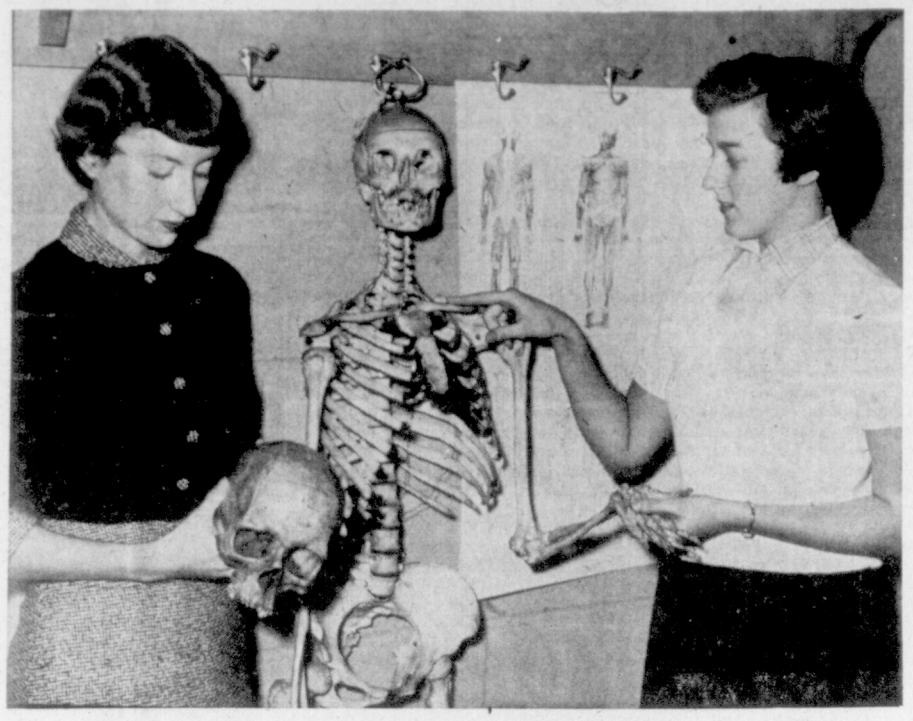
First, some basic knowledge of science is helpful in building one's own culture. Almost any newspaper we pick up these days has news stories pertaining to scientific discoveries or relating to scientific facts. Many events of history are based upon scientific developments. The making of gunpowder, the production of explosives from nitrogen of the air, and the building of the atomic bomb are but a few examples of scientific events which have shaped the course of history. Less spectacular but equally important, perhaps, are hosts of other discoveries which have affected our daily lives, from the way we treat a sore throat to the way we would travel to Europe. Some knewledge of science, then, will give more meaning to historical trends and current events, as well as a greater appreciation of the world about us.

Second, some basic knowledge of physical science is a fundamental preparation for many other courses that students will take in preparing for their various professions. Some knowledge of chemistry is essential to the student of medicine, pharmacy, agriculture, or nutrition. An engineering student or the prospective architect must know something about physics. The student of business needs to be aware of soil and climate factors and their influence on economic trends. Thus the physical sciences are truly foundation stones in many lines of study.

Third, the physical sciences are in themselves a preparation for many vocations. A pharmacist is a chemist—in England pharmacists are called chemists. The farmer and the housewife are practical chemists. The electrician is a physicist, as is the machinist. The driller for oil is very much a geologist.

There are other possible benefits from good courses in physical science. Development of laboratory techniques, acquiring the scientific mode of thought, being stimulated by a challenge to one's interest—all these are values received by some students in this field. Some students even find the science courses fun.

For whatever reasons a student enrolls in one of the courses in physical science at the Martin Branch of the University of Tennessee, the staff attempts to help him to learn in lecture, recitation, and well-equipped laboratory.



Specimens, models and charts are used in teaching human physiology students.

ALL THIS AND CREDIT TOO

BY HARRIET FULTON
Head, Music Department

We students at UTMB enjoy the many opportunities offered us in the field of music. We have fun playing in the college band or singing in the chorus. We strut our stuff before the public and win popular acclaim as singers, dancers and actors in musical productions. We perform at ball games and on the ROTC drill field. We hit the air waves on UTMB's biweekly broadcasts. We give performances in nearby towns. We're very busy people but we believe in the saying "Blessed is he who goes round in circles, for he shall become a big wheel".

Right now there is a great deal of musical activity on the campus. The chorus and soloists in that group are working on a big musical production which will include a one-act Gilbert and Sullivan comic opera dealing with a slapstick breach of promise suit, and a musical revue with costumes, dance, and action. The girls' sextet and male quartet plus a small section of the band will join the chorus in a variety of familiar music such as selections from "Show Boat", "Erie Canal", "Dinah", and "I Love a Parade". The show will be given in neighboring towns as well as in Martin.

In the college band, decked out in our new sweaters and about 30 strong, we are heard and seen as we fill the air with pep and melody at all the ball games. We're heard far and wide every week when the games are broadcasted. Members of the band who are also in ROTC tote their instruments on the drill field and keep the other boys stepping it off with their snappy marches. Plans are also afoot for a cercert appearance. Both the band and chorus are now preparing a program to be broadcasted from Jackson.

The music building is a bedlam of noise with private students singing and and playing and practicing exercises as we get in trim for recitals, broadcasts, and lessons. From other rooms come the sounds of elementary education students learning to play the flutophone, autoharp or piano and of music appreciation students playing records of great symphonies. There may even be a few silent people around—writing scales and chords or harmonizing melodies in preparation of theory class.

The Liberal Arts Club

By JOE F. VON ALMEN Jr.

The Curriculum in Liberal Arts Club is the only club on the campus whose purpose is to promote scholarship among its members. It is composed of the students enrolled in the fields of pre-medicine, pre-dentistry, pre-law, pre-nursing, pre-pharmacy, liberal arts, and medical technology.

To be eligible for membership, a student must maintain a "C" average for each quarter's work, with the exception of freshmen who are just starting their college work. They automatically become members upon payment of dues.

To be an officer in the club, a student must be a sophomore and have had a "B" average for his first three quarters of work. The present officers are: Joe Von Almen, Jr., of Olney, Illinois, president; William O. Murray of Newbern, vice-president; Huey T. Holt of Milan, secretary-treasurer; and Faye Vaughan of Yorkville, All-Students Club representative. Sponsors of the club are Mr. George Horton and Mr. Henry T. Waddell.

The Biological Sciences

By GEORGE HORTON
Chairman

The Division of Biological Sciences offers courses in General Botany, General Zoology, Human Physiology, Comparative Anatomy, Bacteriology, and Entomology. In these basic biological sciences, students of various curricula become acquainted with fundamental principles of plant and animal life which will be useful to them in courses taken later and after graduation.

The Division of Biological Sciences moved into its new quarters in the new million dollar Agriculture, Biology and Library Building just prior to its dedication on September 6, 1951. This Division is housed on the second floor of the middle section and north wing of this building.

For teaching the biological sciences, there are five specially designed biology laboratories. Each is provided with an adjacent storeroom and other necessary facilities.

These five laboratories are set up to teach the following subjects: Botany, Zoology, Entomology and Comparative Anatomy, Human Physiology, and Bacteriology. The bacteriology laboratory is equipped with special oak desks provided with gas, hot and cold water, and individual space for each student. The Kemrock desk tops are acid and alkali proof and have built-in microscope lights. The chairs are adjustable. Each student taking bacteriology is issued a medical microscope with a mechanical stage.

In addition, the bacteriology laboratory has an adjacent constant temperature room equipped with an air conditioning unit and compartments for growing bacteria. Also, adjacent to the bacteriology laboratory, there is a preparation room containing an electric water still, an electric incubator, steam and electric autoclaves, a preparation desk, a refrigerator, two sinks with Kemrock tops, and glassware storage cabinets. Chemicals and other equipment for bacteriology are stored in a connecting store-room containing glassed-in cabinets with sliding doors.

Also, there are two small lecture rooms, and one large lecture room with elevated seats. All lecture rooms as well as the laboratories are provided with a demonstration desk for the instructor's use. There is a large built-in display case in the main hall and a visual aids room. Adequate office space, an elevator, and other service units are provided.

The Past Brought To Classroom; Political Science, Speaking Offered

DAVID C. ALLEN
Chairman of Department of History and Speech

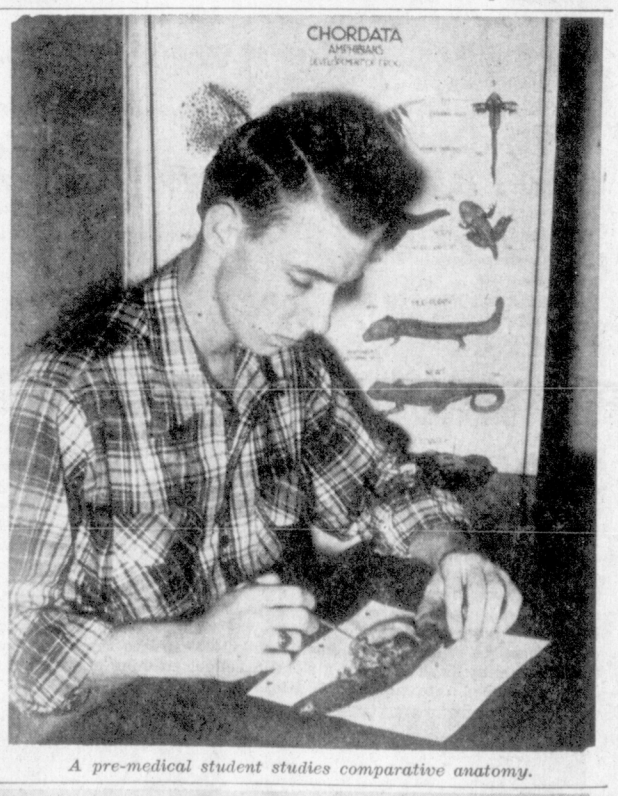
Each quarter from thirty to forty per cent of the students enrolled at UTMB enroll in courses in the History and Political Science Department and in public speaking. Many of the curricula that our school offers require that our students take certain subjects in these areas and many of the offerings are available as electives in all the curricula. The courses in this department are taught by Mr. David C. Allen, Mr. Wayne Tansil, Mr. H. B. Smith, and Mr. John W. Hamilton.

The courses in European history are divided into three periods: the period from the fall of the Roman Empire to the Protestant Reformation; the period from the Protestant Reformation to the Revolutions of 1848; and from that period down to the present time. In American history, the first period is the period from colonial times through the Jacksonian era; the second period is from the Jacksonian era to the period of Reconstruction following the Civil War; and the period is from 1876 to the present. Our history department has many maps, charts and films available to supplement the textbook and library offerings.

For the first time, there will be offered during the spring quarter a course in History 394, entitled *Current World History*. This is a five hour course and is available as an elective to those majoring in Agriculture or Home Economics who have attained junior or senior standing. It will include a rather intensive study of world affairs since World War I and will also deal with the study of present day historical events.

The courses in Political Science 221 and 222 deal with the operation of our national government while Political Science 223 deals with our state government. These courses are popular and enrollment in them has increased in recent years. Political Science 425 and 426, known as the courses in public affairs, are now open to seniors and are of interest to students who are learning of local community organization and government on every level as a project for laboratory enterprise.

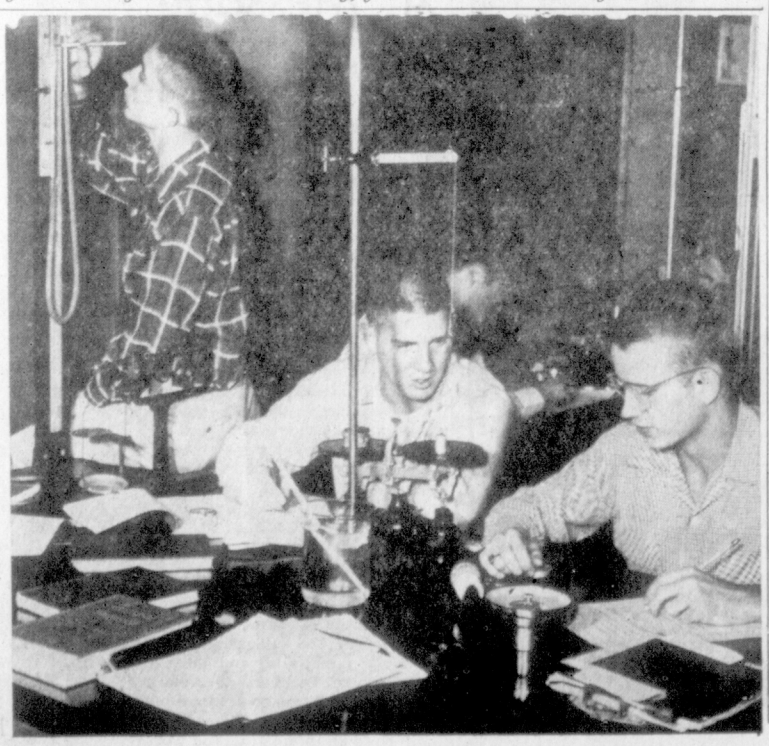
Public speaking is also included in this division and Mr. Allen, chairman, teaches speech. Lectures, classroom assignments, actual speeches, the making of records and the criticism of speeches enable students to acquire a knowledge of speaking that will prove of great value to them. English 325, communications, is our latest addition to the department and is available to students who have previously enrolled in public speaking and journalism. Public speaking, in general, has proved so popular here that many students do not get to take it since enrollments in these classes are numerically restricted due to instructional limitations if the classes are overloaded. It is hoped that in the future increased facilities will be provided for offering courses in public speaking.



A pre-medical student studies comparative anatomy.



Once you've heard your voice on a recording, you'll never be the same again.



Physicists pry in to phenomena of matter and energy—future Einsteins?



Geology students determine origin, formation and content of rocks.

Today's Modern Agriculture Requires Much Scientific Training

Agriculture, An Important Industry

By J. E. McMAHAN

Much credit for the high standard of living enjoyed by the American people must go to the progress made by the farmers of this country. In colonial days eighty-five percent of the population was employed in the pursuit of agriculture. Today less than fifteen percent of the population is engaged in producing crops and animals useful to man. Between World War I and II farm workers actually decreased more than ten percent, while agricultural production increased more than thirty-five percent.

Many other changes have taken place on the farm during the past few decades. Tractor equipment saves the farmer two billion hours of man labor per year. The mechanical horsepower on American farms today exceeds the horsepower in American industry. A twelve-foot combine will harvest thirty or more acres of grain per day; a two row corn picker will harvest fifteen to twenty acres of corn; a mechanical cotton picker under favorable conditions will harvest as much cotton as forty men and cut harvesting cost as much as sixty-five percent.

Since 1937 the number of farm homes has declined from almost seven million to something over five million today. With this decline in number of people living on the farm, a greater responsibility has been placed on the individual farmer. Farming today is indeed a science, as well as an art. The farmer must know something regarding many phases of agriculture. In no other field of endeavor is there so much required of an individual as is required of the farmer who is engaged in diversified farming. He must have a knowledge of plant and animal diseases; breeds of livestock and poultry; varieties, dates, and rates of seeding, both field and horticultural crops; adaptability of tractors and other farm machinery; the most up-to-date methods of constructing farm buildings and farm layouts; crop rotation and the most efficient use of both land and livestock; how to secure the highest possible labor income for all types of farm enterprises being engaged in; genetics, the knowledge of the principles of plant and animal breeding; something regarding soil testing and efficient use of lime, farm manures, green manures, and commercial fertilizers; irrigation; harvesting and marketing fruits, vegetables, field crops, animals and animal products; scientific information on the harvesting and storing of hay, silage, seed, and other crops.

Today over production plagues the American farmer. A population of some two hundred million people is estimated for this country by 1975. The birth rate is running at the rate of some four million annually. A marked increase in population places the American farmer in a more important position. He must seek worthwhile knowledge and apply it to his field of endeavor if the high standards of living are to be improved upon or even maintained, as of today.

Farmers and farm leaders can best prepare themselves for the future by completing the course of study as set forth by the agricultural college in their area.



"Where do you place her?" As a state university, facilities are made available for 4-H Club encampments, FFA judging contests, Young Farmers and Homemakers Conventions, and other activities. Here FFA boys, members of dairy judging teams, seek to prove their ability as judges of farm animals.

What The Graduates of U-T, Martin, Are Doing

By ELMER W. COUNCE
Chairman, Appointments and Alumni Committee

A B.S. degree in General Agriculture or Home Economics opens many, many employment opportunities to the graduate.

In the first place, should the students elect to obtain the Master's degree, they may find an advantage in attending U. T. at Martin for four years, then transferring to some other University and obtain the Master's degree in almost any field of Agriculture or Home Economist. In fact 20% of our graduates have chosen this opportunity. Many students say that they can attend U. T. Martin for four years for what it would cost them for three years at other schools.

In the field of Extension work 13% of our graduates are in County Agent and Home employment. Here they are giving a great service to our rural people and especially the young people, as they help train our citizens of tomorrow, through the 4-H Club and other activities.

The teachers of our nation perform a wonderful service to our American society. There is something inviting and challenging in the teaching profession and 23% of our graduates are now engaged in teaching.

Our graduates who are in the Military and Naval Service report that their training at U. T. Martin, has enabled them to obtain the more desirable assignments. In fact most of them have received training and have become Army Meat Inspectors, Commissioned Officers, and Army Instructors.

Among the other fields of employment, our graduates become fieldmen for milk companies, sales and service employment for agricultural machinery companies, farm manager, secretaries, social workers, farm operators, laboratory technicians, and homemakers.

The sales field is open to our graduates, and several of our former students are succeeding in sale of feed, seed, fertilizer, and farm supply business.

We here at the University are proud of our graduates. The quality of their work is an honor to the great State and Nation and a credit to the training that they received at U-T, Martin.



Awards and honors come to those who do outstanding work. Here Mr. J. E. McMahan, head of the Ag department at UTMB, presents the coveted Alpha Zeta trophy to Donald Mott of Middleton, Tennessee. This is an annual award presented to an agriculture student on the basis of his accomplishments during his freshman year. Leadership, character, and scholarship are points of consideration in selecting the student.

UTMB's Agriculture Farm

By JACK KNEPP

The University of Tennessee Martin Branch farm differs from nearly all other farms of colleges and universities in the nation in that being a laboratory to prove the theories that are born in the classroom, it is one of the few that are self supporting. This alone proves that from our instructors come practical, as well as, functional and economic ideals in general livestock practices, land use and farm management.

Each student feels that he is a part of this farm of nearly three hundred acres, which serves not only us who attend the University, but also the Future Farmers and 4-H Club boys from West Tennessee.

The farm is operated with the most modern yet practical machinery, having six tractors ranging from the smallest caterpillar to the largest gasoline tricycle type.

The farm practices proper land use with erosion control, terracing, drainage, contour planting, proper fertilization, proper liming, proper rotation, and by the production of practical farm crops. The crops produced are varied from an eight-acre orchard to truck garden crops with the principal crops produced going to feed the livestock. The farm also has many small demonstration agronomy plots, both in the field and in the greenhouse.

The livestock on the farm principally are a 1,500 hen laying flock of various breeds, 30 breeding ewes, 20 registered beef breeding cows, 10 brood sows of the meat type, and a milk herd of 50 registered Jersey cows.

The permanent labor on the farm is at a minimum so as many boys as can may work. We boys gain much valuable and practical information working on the farm, as well as help pay our expenses.

USDA foreign agricultural specialists report a big total of many crops in the world in '54. In '54-55 grain production was below the previous year but still at a high level. Fats and oils amounted to about the same as the year before.

Agriculture Majors Are Good Athletes

The Agriculture Department is very well represented in athletics at UTMB. In nearly every sport you will find the Ag boys outstanding leaders and competitors. The Ag boys are not only becoming mentally fit with the aid of an outstanding faculty, but also physically adept under a capable coaching staff.

Just to show you how the Ag boys are represented in basketball, four of the five starters are Ag majors, and you will find that there are only three on the team that are not Ag majors. "Nip" McKnight, former Bemis star, has set innumerable records while here. Donald Mott, a great team man from Middleton, was recipient of the Alpha Zeta trophy. This was given for his outstanding character, leadership, and scholarship while a freshman in agriculture. The man that gives that tall lanky center a hard way is Virgil Yates of Fulton, Kentucky. To round out our starting four we have Bob Kirk, one of the famous Kirk twins, who played with the State champs at Selmer. Bill, the other twin, is also an Ag major.

In football the Ag boys still shine. The captain of this year's team was Harold Lile. Harold was the first senior to play on a UTMB team. He is an outstanding student and campus leader. Clint Edmiston, the co-captain of this year's team, is also an Ag major.

We could continue with outstanding athletes here on the campus who are Ag majors, but with this brief sketch you can see the Ag boys are outstanding in athletics on the UTMB campus.

Scholarship and Student Employment

By CAVIT CHESHIER
(Scholarship Committee)

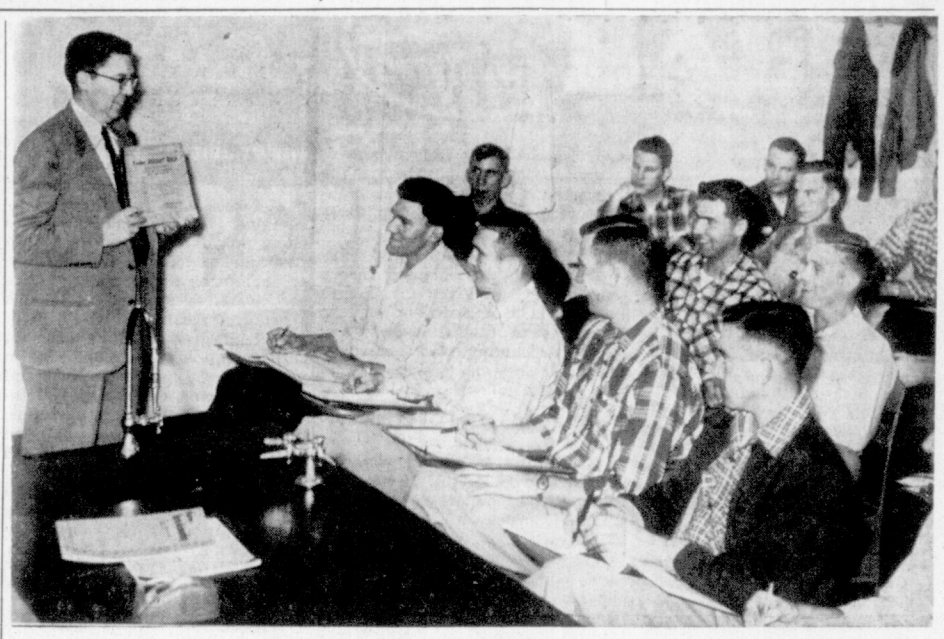
Many students pay a large portion of their necessary college expenses by money earned from part-time jobs. Jobs are available on the college farm, the campus, and also in town. Agriculture boys find it both financially profitable and also educational to work at part-time jobs that are available. The experience that one has while working on the college farm is valuable from the practical side of his education. By working on the farm, he not only sees good farming techniques applied, but is supervised and guided by college personnel who have years of both practical and technical agricultural experience.

Some find it profitable to spend their entire summer vacation working for the University to enable them to obtain money to meet their next year's expenses.

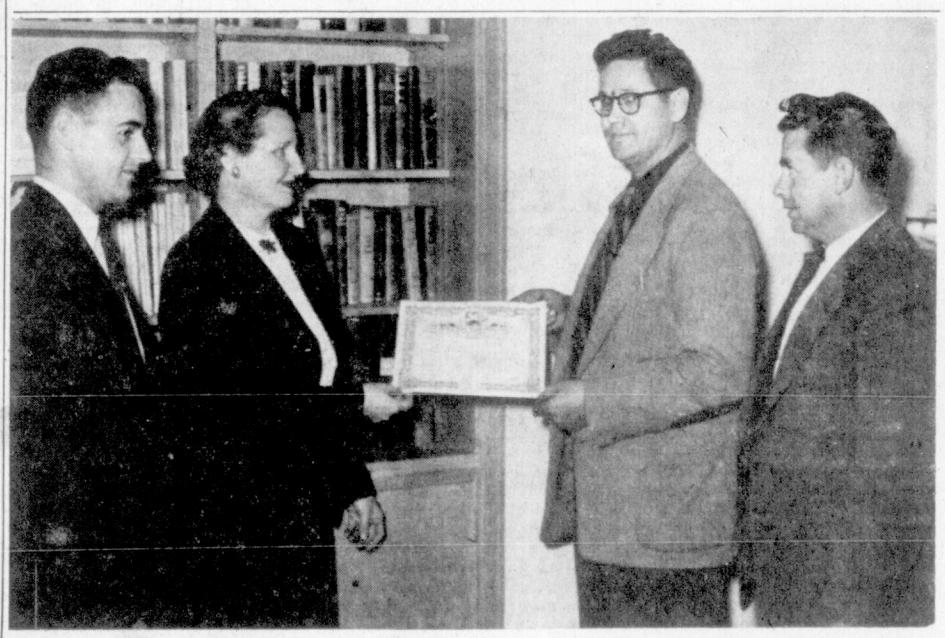
The businesses of Martin use many students for part-time jobs; also, the cafeteria, physical plant, and maintenance department of the college use student labor.

The University recognizes many scholarships in agriculture. Large feed, seed, and agricultural supply companies provide money to be awarded to deserving but needy students studying agriculture. Local businesses, farm bureaus and others as indicated in the catalog are providing scholarship funds. Boys who are in need of financial assistance, and are capable of doing college work may file applications with the scholarship committee.

U. S. farm exports were 30 per cent higher last October than for the same month in 1953, the USDA reports. With a valuation of $315 million, the total was ahead of every month since December, 1952.



Informal classrooms are inviting and challenging to students of this agricultural economics class. Here Mr. Bowers illustrates a point to his class of seniors. Formal lectures and student discussion makes classroom work more effective.



FIRST ALUMNI ENDOWMENT.—*Mr. Campbell presents the certificate to Mrs. Louise Oliver, secretary of the UTMB Alumni Association, as Mr. Counce and Mr. Cheshier look on.*



"All work and no play makes Joe College a dull boy". This is a scene during intermission time of the annual Barnwarmin' sponsored by the Ag Club of UTMB. Featured in this group are King Bob Kirk of Selmer and Queen Lawanna Walker of Savannah. The Barnwarmin' is made more realistic by dress typical of farm boys and girls.



Demonstration is a part of the practical training in college. Here, Mr. Cheshier, instructor in horticulture, and students of his Agriculture 451 class study characteristics of the different plants used about the homestead. Home Ec and Ag students take this course to expand their knowledge in farm home planning and improvement.

Business Administration Offers "Practical" Education



Students work under supervision in Accounting Laboratory class.

Professional Fields In Business Administration

By WILLIAM H. BAKER
Head, Department of Business Administration

Accounting:

The types of accounting service rendered or functions performed by professional accountants fall into seven main classifications: *Auditing, general accounting, cost accounting, systems and procedure, tax accounting, control accounting* and *teaching.*

Auditing

The task of the auditor is to determine whether a given firm's records and financial statements give a fair picture of its financial condition and shows adherence to accepted accounting principles. The auditor compares entries in the firm's books with the original records, bills, shipping records, vouchers or receipts, canceled checks and other supporting documents — to make certain that all financial transactions have been correctly recorded and classified.

General Accounting

The everyday work of keeping records (including the general ledger showing the current status of every item of account, and of preparing reports, constitutes general accounting. Most of the work in general accounting departments is either clerical or supervisory. However, large companies employ professional accountants to direct the accounting department, plan general accounting policies and procedures, and prepare special studies and reports.

Cost Accounting

Cost accountants plan, set up, and direct the operation of accounting systems which make it possible to compute the cost of producing or selling an item or service, accounting for the labor, materials, and overhead expenses for such unit of goods produced, and to determine the cost of each organizational unit of business.

The cost accountant helps management to identify the causes of its profit or loss. This phase of accounting offers splendid job opportunities at the present time.

Tax Accounting

Tax accountants give advice on the tax consequences of proposed business transactions and represent their clients or employers in conferences and discussions with tax officials. These accountants must be well informed, not only on tax laws which change frequently but also on new administrative regulations and court dicisions interpreting the tax laws. The Treasury Department permits certified public accountants and lawyers to represent their clients before the Department without the examination required of other applicants for the privilege.

Other Positions

Instruction in accounting theory and practice is given in colleges and universities. Teachers must be capable of training students in any of the accounting work described, although they may specialize in one particular type.

Economics and Statistics:

Economics

Economists study the ways in which men make their living and obtain food, shelter, services, and recreation. They are interested in the methods by which goods and services are produced, distributed, and paid for. They describe and analyze the organization of industries; the labor supply; the commercial banking and credit structure and government finance; international trade; the national income and wealth and its production and distribution. They also study the effects of shifts and growth in population; living standards; the conditions which help or hinder economic growth and development; the improvement of trade; and the raising of living standards.

Economists are employed as college teachers, full-time research workers in industry; others hold administrative posts in connection with programs for the collection and analysis of economic data; many supervise groups of statistical clerks; a number are engaged in consulting work for business films; and thousands are employed by the federal government in such positions as economists in the specialized fields of labor, transportation, fiscal, forestry, and international trade.

Statistics

Statisticians use scientific methods to collect, organize, analyze, and interpret numberical data. Due to the fact that statistics is widely used by economists, most college students majoring in economics also secure a minor in statistics.

Industry is rapidly accepting the necessary of reducing re-work and inspection through the use of statistical methods. Marketing and retailing establishments employ the statisticians for market analysis and research. The largest single employer of statisticians, however, is the federal government. Nearly two-thirds of all statisticians on Federal payrolls in 1951 were in the Departments of Defense, Commerce, and Agriculture.

Transportation:

Motor

The field of motor transportation is the most rapidly expanding field in the United States. Such a growing industry is constantly needing new faces, new talent, and new energies. As present employers move up the ladder of success to positions of higher responsibility, an increasing number of openings are available for majors in this specialized field.

College graduates majoring in transportation are employed in sales, traffic management, and terminal management. Others handle insurance and safety claims, purchasing duties, personnel and employee relations, accounting, and public relations. Courses taken in this field include: Principles of transportation, traffic, highway transportation, motor carrier administration, rate structures, freight claims, transportation accounting, and numerous other specialized subjects.

Air & Rail Transportation

College students majoring in air transportation are employed after graduation as traffic agents, dispatchers, airport and air-route traffic controllers, and airplane hostesses. Railroad officials employ transportation majors chiefly in the field of traffic and control, although such jobs usually are acquired through promotion. Beginning salaries for male college graduates have been particularly attractive in motor and rail transportation since the end of World War II.

Other Business Administration Fields:

Retailing and Marketing

Young men and women specializing in this field secure initial employment in selling and buying capacities. Those with ability are promoted to such high level positions as sales managers, market analysts, and purchasing agents.

Business Education and Office Administration

Students interested in becoming teachers of typewriting, shorthand, bookkeeping, office practice, and business machines, major in business education. The demand for business teachers has been strong in Tennessee and the remaining forty-seven states since World War II. The future outlook is exceedingly favorable.

Prospective office managers and executive secretaries major in office administration. Positions in this field are becoming increasingly popular with the male students. First-hand knowledge of a business cannot be acquired as easily in any other department of a business concern because of the proximity of this position to that of the executive head. This is particularly true in the transportation field.

Finance

Graduates holding a B.S. Degree in finance are sought by institutions such as private, state, national, and investment bands and for positions in the field of insurance. In a recent bulletin entitled *Employment Outlook in Banking Occupations,* published by the Department of Labor, it was pointed out that the promotional future of college graduates entering this field was indeed bright.

Industrial Management and Journalism

Majors in industrial management secure positions after graduation in industry as motion and time study men and other varied types of work. Many of them work in the cost departments; others use statistical methods to control the quality of the manufactured product. The outstanding men are promoted to personel and management positions. Students majoring in this field should like technical subjects.

Journalism graduates are sought for many types of positions. Journalism graduates are employed as newspaper reporters, copyreaders, sports and society writers, editors, and circulation and advertising workers. Magazine editors and business managers are also chosen from graduates of this field.

You as a high school senior must plan your future with the aid of your teachers, parents, and principal. Try to understand your own mental capacity and aptitude for certain fields. The results of aptitude and ability tests along with the aid of counselors will help you in determining which field to enter. Today, the average life span of Americans is some 68 years. Be certain that you enter a field that is more suitable to your ability. Productivity, success, and happiness in life are associated closely with the every-day work life of the individual. Plan to avoid becoming a human economic misfit.

What Your Future Holds

By NANCY HOLLAND

Everyone faces periods of uncertainty in life, and one of the greatest decisions one must make is deciding what occupation he will be satisfied to do the rest of his life. Of course, each individual has certain interests and talents and should apply themselves accordingly.

Like hundreds of high school graduates I, too, was faced with the problem of selecting the college I wanted to attend, and it certainly wasn't as easy to do as it might seem. After visiting the UTMB campus, however, I was convinced that it would be the perfect "home away from home."

After investigating the openings in different occupational fields and knowing my own personal qualifications, I enrolled in the Business Administration curriculum. This field is open to both men and women and the opportunities are almost unlimited. Whether you wish to major in accounting, marketing, retailing, personnel management, public utilities or want to prepare for a secretarial position, commercial teacher, managerial position in an office or a journalistic career, you can get the first two years of the University's four-year B.A. curricula here at UTMB.

There is a marked change between high school and college, but I'm sure the adjustment I had to make at UTMB was not nearly as great as if I had gone to a larger college my freshman year. An atmosphere of friendliness prevails over our entire campus, not only among the students but also the instructors. They are always ready to give any assistance or advice and to me, this is most important because everyone wants to feel like he has a place in life.

Perhaps some of you are planning to take a short business course at a business school, but why not consider coming to UTMB and taking the terminal secretarial course offered here. College credits are accepted more readily when applying for a job and if you should ever wish to continue your education, there would be no doubt of the credits obtained at this branch of the state university being accepted at any school.

There are many opportunities for a student in business administration at UTMB, gaining leadership experience through the Business Club being only one. The club elects officers each quarter, thus giving everyone a chance to participate and carry out their ideas. This may seem relatively unimportant, but leadership ability is important in every role of life.

After completing my sophomore year here, I plan to go to the University at Knoxville where my major will be two-fold in nature —Business Education and Office Administration. This particular phase of B.A. will qualify me to teach or do secretarial work, but of course each individual must decide for himself what course to follow.

A college education is a necessity for boys, but to the girl graduates especially—I would like to say that whatever your utmost desire in life is, whether it is to be a housewife or a career woman, give UTMB a chance to prepare you for the future. We never know what the future holds, but a college education makes a better rounded person who can accept the trials of life. I'm sure that you would be happy here because of the friendliness which prevails along with the social and academic achievements which make this college one of the best.



Dottie Summers, Wylia Allmon, and Nancy Holland are three of many students employed as part-time secretaries.

PART-TIME JOBS GIVE STUDENTS PRACTICAL EXPERIENCE HERE

By JOHN W. HAMILTON
Instructor in Economics

Several students majoring in Business Administration at the University of Tennessee, Martin Branch, are earning part of their college expenses and receiving valuable experience in office practice while attending college.

Shirley Sharp, sophomore from Hornbeak, and Doris Summers, sophomore, Martin, handle secretarial duties in the office of Mr. William H. Baker, Head of the Department. Wyla Allmon, freshman from Newbern, divides her time between duties in the office of B. T. Hutson, Instructor in Office Administration, and John Hamilton, Instructor in Economics.

These young secretaries type letters, cut stencils, take dictation, prepare advertising for extension classes, and perform numerous other administrative tasks which allows the professor for whom they work more time to perform his classroom duties.

The work schedule of student helpers is arranged after registration so that work periods fall during hours in which the student has free periods.

The Business Department works closely with the Secretary of Student Welfare in providing the opportunity for students to obtain such important one-the-job training.

Fred H. Tucker (Ag '53) is connected with the vocational agriculture department at Henderson High School and is managing a farm near Luray.



Wylia Allman operates a Burrough's bank-posting machine in office machines laboratory.

Typing Is Not Enough

The Personnel Manager examined the applicant closely. Satisfied with her personal appearance, he asked, "What are your qualifications for this position?"

"Well," answered the applicant, "I can type at the rate of sixty words a minute."

"Yes, that is very good—but this position requires much more than just typing. There's invoice extension, payroll computation, posting to accounts receivable and accounts payable on a bookkeeping machine, duplicating work, filing, machine transcription of the Dictaphone, and—well, you see the person for this position must be able to operate a variety of office machines. I'm sorry, but I'm afraid you haven't the necessary training."

This scene is often re-enacted in offices throughout this section. That is why the Department of Business Administration at UTMB is now offering a course in office-machine training. OA 221, the catalogue designation for the course, offers students practical training in some of the most popular and modern business machines used in offices. The University has invested a great deal in supplying the Office Machines Laboratory with a variety of machines that are representative of those to be found in business offices throughout the area. Included are the latest model bank-posting machines, accounting machines, rotary calculators, printing calculators, transcribing and dictating machines, comptometers, adding machines, electric typewriters, and duplicators.

Efficiency in the use of the skills including office machine operation is necessary if a person is to acquire the confidence so essential for the beginning office worker to possess.



Business Club officers (right to left) are: Karmen Cowell, out-going President; Gerald Carver, new President; Tom Stewart, Vice-President; Ann Huntingdon, Secretary; Ruby Edwards, Treasurer; and Martha Fisher, Reporter.

Business Club Installs Winter Quarter Officers

By MARTHA FISHER

Monday night, January 17, the Business Club had their installation services for the newly elected officers for the winter quarter.

The room was lighted only by candles held by the officers during the ceremony. The outgoing officers, Pete Chalk, Shirley Sharp, Nancy Holland, and Laura Barnes were seated on the stage behind the new officers. Karmon Cowell, past president, was the installing officer. The officers installed were: Gerald Carver, president; Tom Stewart, vice-president; Ann Huntingdon, secretary; Ruby Edwards, treasurer; and Martha Fisher, reporter.

Each officer was instructed pertaining to his duties as he or she took the oath of office. At the conclusion of the officers' oath, Karmon Cowell lit their candles, and then the officers returned to their seats. After all the officers had been installed, Gerald Carver made a short speech stating the work that the Business Club planned to do in the future.

Gerald is from Obion, Tennessee, a graduate of Cloverdale High, and is a sophomore here at UTMB. He is the son of Mr. and Mrs. Jones Carver. Gerald is also serving as vice-president of the sophomore class.

Tom is a freshman from Nashville, Tennessee, and the son of Mr. and Mrs. Glenn T. Stewart. Tom is a popular member of the football squad, and his friendliness is an asset admired by all.

Our secretary, Ann Huntingdon, hails from Waverly, Tennessee, and is spending her second year at UTMB. She is the daughter of Mr. and Mrs. G. A. Huntingdon. Another office which Ann holds is secretary-treasurer of Nu Kappa Nu.

Ruby, a freshman, is from Newbern, Tennessee. She is the daughter of Mr. and Mrs. Dewey Edwards. Her friendly ways and personality make her a well-liked student.

Martha, a sophomore from Martin, Tennessee, is the daughter of Mr. and Mrs. Wendell Fisher. Martha also holds the responsible job of assistant editor of the *Volette.*

The various committees to serve this quarter were appointed by the Business Administration staff and Gerald. They are: Social Committee, Martha Godwin, chairman, Laura Barnes, Nancy Williford and Dottie Summers; Refreshment Committee, Truman Stark, chairman, Billy Campbell, Bobby Knott, Calvin McCool, and Andrew Huffine; Personal Committee, Hugh Lashlee, chairman, Jimmy Burgess, and Janice Grubbs; Membership Committee, Karmon Cowell, chairman, Pete Chalk, Wyla Jo Allmon, Bernice Hinson, Carolyn Smith, and Wesley Fortner; Yearbook Committee, **Nancy Holland, chairman,** Shirley Sharp, Sherry Fisher, Pete Chalk, Karmon Cowell, and Shirley Savage.

Refreshments of cold drinks and cookies were served at the close of the meeting.

Enrollment In Home Economics Increases More Than 25%



Students learn use of equipment in unit kitchen in modern foods laboratory.



Senior girls are at home in home management house where they live for one quarter as a family unit obtaining practical experience in home making.

HOME EC GRADUATES FIND JOBS WAITING

By MRS. LOUISE OLIVER

The numerous opportunities that a Home Economics graduate of the University of Tennessee Martin Branch has can be seen by looking at the positions that the 1953 and 1954 graduates now hold. The four graduates of the class of 1953 are now employed in the following positions:

Mary Katherine Moss, Home Demonstration Agent in Scott County; Faye Smith, social worker in Memphis; Louise Oliver (Mrs. Elmer Oliver), laboratory assistant in the nursery school at UTMB; Ella Mae Clift (Mrs. Paul Poylin) homemaking (taught two years in an elementary school in Maryland).

The five graduates of 1954 are employed as follows: Betty Neel, child welfare work in Memphis; Elizabeth Penick (Mrs. George Horton), social work in Louisville, Kentucky; Nancy Williams, home economics teacher at Mercer High School, Mercer; Polly Crowder (Mrs. Macy Summers), homemaking.

Camilla Bivens will receive her degree in June but is now working as assistant Home Demonstration Agent in Sumner County, Gallatin, Tennessee.

Miss Mary R. Armstrong, Head of the Home Economics Department, receives several letters during each year requesting UTMB graduates for positions similar to the ones the previous graduates now hold. Home Demonstration agents and social and child welfare workers are especially in demand.

The Junior-Senior Banquet Party was held at Frank's Cafe, Camden, January 14.

Art With Aaltje

By M. E. PHILLIPS

5th Quarter, Home Ec.

Taking related art may require many hours from a student's day, but during the five quarters I have been here at UTMB I have not heard a single person say "Oh, how I hate that stuff!" or anything similar to that. There is a unanimous feeling among the students that any course in either Related Art or Crafts is going to be fun as well as instructive. Miss Aaltje Van Denburg, our present instructor who hails from Syracuse, New York, is well qualified to teach arts and crafts, and she really loves this mid-Southern climate. It is a pleasure to be in one of her happy classes (and I speak from experience!).

The first course offered to home economics students is Related Art 111, a course covering an introduction to the principles of color and lettering and to the principles of design: harmony, proportion, rhythm, balance, and emphasis. Everyday objects are used as examples in breaking down and developing good taste in our everyday life. A fellow-up to this course is Related Art 121, which applies these same principles to the study of elementary costume design.

Related Art 231 deals with recreational crafts—it is a course planned to meet the needs of camp counsellors and recreational leaders. It is also a good course for those people who wish to have an interesting hobby requiring simple tools and inexpensive materials.

Related Art 342 is an advanced course intended to develop an appreciation for fine hand-made craft objects and their correct use in the home. Students may make such objects as hand-woven rugs, hand-decorated textiles, trays, candles, lamps, or whatever can be effectively used in their own homes.

Two other courses dealing directly with the home are the advanced courses 341 and 441. Course 341 is a study of house plans considering their worth in beauty, cost, satisfaction, architecture, upkeep, and livability for all the family. It also deals with the interior finishes and decorations as related to the exterior of the house, its location, its cost, and to the needs of the family. Course 441 is called Advanced Home Furnishings; it deals mainly with the improvement of the home by rearranging the furniture there, planning new window treatments, making new draperies and slip covers, and designing and making new accessories such as lamps, foot stools, and book ends.

A new course has been added to the Department of Related Arts and Crafts this year. Related Art 343 is a five-hour course dealing with individual crafts which was offered for the first time during Fall Quarter, 1954. The senior home economics students who took the course worked with various media in craftwork designed for personal use. They silk-screened neck scarfs and other fabric, using their own original designs; made silver chain jewelry; made belts and neck pieces by card weaving with mercerized cotton threads; and made from cowhide leather either a wallet or a handbag. Tools from the craft laboratory were used in making these objects, all of which were kept by the students for their own use or to give as Christmas gifts. From the reactions of these first students, it looks as if 343 is going to be one of the most popular courses in the department.

In most of the related art courses we meet class three times a week—one hour for lecture and two two-hour periods for laboratory work. In courses of this sort we receive three hours' credit for each quarter of work. In a five-hour course such as Individual Crafts, however, the class meets five times a week for a two-hour lab period. The time never drags during these two hours, either. There are materials and tools to get out and set up, the actual work to do, and then there are the daily words of CLEAN UP! to obey. When we leave the lab we always wonder what has happened to the time and wish we could have stayed on to work longer, and *most* of the time we do). But, really, we do have a very efficient Related Art Department and we truly enjoy studying and working in the courses it offers.



The class in Meal Planning serves a dinner to the people who were responsible for the planning and construction of the new foods laboratory. (Left to right): Mary R. Armstrong, Gene Stanford, Janice Darnell, Mary I. Flowers, James Riley, and Lawana Walker.

INTERESTED IN SCHOOL LUNCH SUPERVISION?

By NANCY TODD

If working with food is your forte, then UTMB is the place to go! Something new has been added—and it's for you. Have you ever seriously considered administrative dietetics as a profession or pictured yourself as a school lunch manager? Quantity foods work offers a wide choice of truly interesting vocations, challenging in every sense of the word.

If you enjoy planning menus at home, then you may discover your hidden talent for institutional management in the quantity cookery and buying courses now offered. You'll enjoy the labs in the college cafeteria kitchen, where you will learn to prepare meals for four hundred as easily as for four.

You will observe school lunch programs in action as well as studying the organization, equipping, and school lunch management under the provisions of the National School Lunch Act.

You'll encounter an entirely new experience in making out market orders—grocery lists on a large scale—when you study quantity buying.

You will learn about selecting and purchasing supplies of all kinds, making budgets, storing supplies and checking invoices, making out duties for the kitchen personnel, and running a large kitchen efficiently and on schedule.

Girls! There's A Treat In Store For You

By CAROLYN COATES

Yes, there's a treat awaiting anyone who steps into the newly renovated foods laboratory. You'll see refreshing green walls with California redwood paneling, perky red counter tops, natural-colored tables and chairs, and a battleship grey linoleum floor that's just as easy on the feet as it looks. Having seven large windows, the room is very bright. There is a stationary light green blackboard which has a portable bulletin board sliding down over it. In one end of the room is a mirror suspended from the ceiling which reflects the demonstrations done on the table below.

We are very proud indeed of our new foods lab which was officially opened in September. This lab has the very latest equipment by many of the popular manufacturers of kitchen equipment. Made up of ten units, two girls to a unit, the lab is used to prepare food much like that in our own kitchens at home.

Under the capable guidance of Miss Mary Ida Flowers and Mrs. Doris Latta, it is fun to learn to use the ranges, refrigerators, garbage disposals, and dishwashers in the two courses of beginning foods, knowing that we will soon be on our own in the class of Meal Planning.

If you're ever in the neighborhood of the Home Economics building, and you haven't seen the foods lab since its renovation, come on in and look it over.

What Shall I Wear?

By CROCIA ROBERSON

What shall I wear? Mrs. Doris Milton's classes in textiles and clothing have helped many home economics girls to answer this question. During the freshman year, home economics majors enroll in three courses of clothing selection and construction.

First we study how to dress for different occasion, to groom, and to care the clothes. We learn to mend and to make repairs in clothing. During this quarter, too, we study the various equipment used in sewing and constructing a cotton blouse or simple cotton dress. Construction of a garment offers the student an opportunity to select patterns and fabrics which are best suited to each individual and which gives her practice in working with the fabric as well as presenting and solving many problems of construction.

During the second quarter, students learn to shop intelligently and construct a garment from cotton, linen, or spun fabric.

Girls work with silk or fabrics of synthetic fibers during the third quarter. Parallel with this construction, they explore fashion trends, the psychology of dress, and wardrobe planning.

One other course in the field is required of junior and senior students. Family clothing gives the students opportunity to consider the clothing needs of the entire family. Students also get actual shopping experience and construct a wool garment.

A study in children's clothing may be chosen as an elective. This course presents problems in selection, construction, and care of clothing for children at different age levels.

Junior and senior students may elect Textiles 451. During this quarter of study, economical aspects, misroscopic characteristics of the fiber, and laboratory tests of fibers are studied. Classes take field trips to nearby factories to study the steps in the manufacture of the fabrics from the opening of the bale of cotton to the finished fabric.

We who are seniors feel that we can better answer the question "What shall I wear"?



Three students engaged in leathercraft in the new related art course offered this year, Individual Crafts. Miss VanDenburg, Asst. Professor of Related Art, smiles approval upon the work of Carolyn Coates and Crocia Roberson, both seniors in Home Economics.



Crocia Roberson, Pikeville, Tennessee, reads stories to nursery school children while Miss Mildred Price, Instructor, Mary Elizabeth Crossnoe, Alamo, and Carolyn Coates, Martin, observe.

Child Development With Nursery School

By JUNE CARNEY

When we came to college we naturally expected to be with "grown-up" people, so imagine our surprise as we walked in the Home Economics Building and heard the happy clatter and play of children, ranging from the ages of 2½ to 5! The voices were coming from the Nursery School which plays a major part in the child development program of the college.

To me, child development is one of the most interesting fields in Home Economics because as we study it, we not only learn about the children from books but we have the opportunity to observe the child as he plans and to really see his behavior. Probably many of you are as I was—never had the opportunity to observe small children in your home.

Our nursery school is in a section of the Home Ec Building and has a large play area outside. Plenty of wagons, paints and toys of all kinds are supplied for the children. Miss Mildred Price is in charge of the Child Development courses and also the nursery school where she is assisted by Mrs. Louise Oliver.

Another interesting phase of Child Development is that we even allow boys in the classes! And don't kind yourself, they work wonders with those children.

The first course in Child Development with which you come in contact is a sophomore course dealing with basic studies of the child and observing him in the nursery school. As he plays or drinks his juice, we watch and take down every word he says—yes, often our arm does ache after an hour!

You said you wouldn't like to just watch him, that you had rather help him with the blocks—well, you get that chance, too. In the junior course we spend our class hours working in the nursery school. We see them in all activities. It's a grand feeling to have them come up and ask you to help them put on an apron or tie a shoe lace.

Conversations about the children are always heard between students who are in Child Development. Just listen—"Oh, weren't Randy and Lloyd cute playing tigers and fire-trucks in the box today" or "I thought I'd never convince Susie that she should hang her coat by the neck rather than the cuff!"

HOME EC CLUB HAS SOCK DANCE

By WANDA HOPKINS

The unusual mannerism of removing one's shoes in order to be eligible to attend took place at the club sock dance last fall.

Upon entering the front door, off went the shoes. A shoe shaped piece of paper with a number on it was given to the owners by the shoe checkers. They were then ready to move on into the big nursery school playroom to spend the evening dancing in their sock feet.

At 10:15 drew near the shoes were called for and the couples returned to their respective dorms.



(Left to right): Jane Forrest, Betty Cox, Judy Collins, Miss Nancy Williams (teacher), Mary Ann King, Jimmie Marie Nerren. This is Home Economics Department. Class in Freshman Home Economics, modeling dresses constructed under the direction of their instructor, Miss Nancy Williams.

Pvt. Dallas Smothers (Ag '54) visited UTMB last week. At the completion of his furlough he will report to Ft. Sam Houston, Texas. He was the 1954 Aggie-of-the-Year.

The Volette

Published by the Students of the University of Tennessee Martin Branch
$1.50 a year

EDITOR .....CHARLES DENNING
Assistant Editor .....Martha Fisher
Business Manager .....Bobby Clendenin
Sports (Men) .....Bill Teuton
Sports (Women) .....Doris Sanders, Shirley Sharp
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Campus Leaders

(Continued from page 1)

tion commission this year. A junior in Agriculture, from Rives, Tennessee, he is a young man of whom to be proud.

Harold Lile

Harold Lile, president of Senior Class, is another campus leader known for his outstanding work at UTMB. This is his fourth year as a letterman on UTMB's football squad. Some of the honors he has held are King of Barnwarmin', '53-54, secretary of "T" Club, and he was secretary-treasurer of the Agriculture Club last year. He has been honored also by the Agriculture Club as "Aggie of the Month". This outstanding student was a member of UTMB's basketball team two years ago, and is one of UTMB's top ranking students in every way.

Joe Lynn Key

Joe Lynn Key, a senior in Agricurlture this year, comes to us from Troy, Tennessee. He was Battalion Commander of the ROTC last year. He was also named the most outstanding student in the Military Science Department. Joe was vice-president of his junior class and is an outstanding member in Agriculture. He is quite a popular student at UTMB.

Jeaneen Edwards

Jeaneen Edwards from Bruceton is an outstanding all-around student on this campus. This cute little blond has been a member of the cheerleading squad her three years at UTMB. Jeaneen held the position of treasurer of the freshman class. She is serving as secretary-treasurer of the junior class this year. Also she is a member of the "T" Club and served as secretary-treasurer of the club last year. In addition to these many honors, she reigned as Barnwarmin' queen last year, and has been a maid of the football royalty for the past two years. Jeaneen is enrolled in Home Economics.

Patty Lake

"Like father like son" but in this case it's "Sister like sister". Patty Lake, daughter of Mr. and Mrs. B. T. Lake of Hickory Valley, Tennessee, takes over the spot of runner-up to Miss UTMB, the position held last year by Patty's sister, Barbara, who is now a student at Memphis State. Honors just seem to run in the Lake family and Charlotte Patricia, better known as Patty, upholds the family tradition. She finished high school at Grand Junction where she played basketball, was Miss Grand Junction, D.A.R. Girl, President of F.H.A., a candidate for Vice-President of Tennessee Beta Convention, and was president of Grand Junction Beta Club.

Patty was no stranger to UTMB because she had visited the campus many times. Like all other freshmen she went through the "green days" of initiation. As her first year at college sped along she accumulated many honors such as A.S.C. representative of Delta Phi Delta and Campus Beauty. This year as a sophomore in Home Economics, she doesn't feel quite as green. She is dorm chairman for Wesley, A.S.C. Secretary, member of Delta Phi Delta, Home Ec Club and now she is one of UTMB's campus leaders.

Patty plans to transfer to K.B. (U. T. Knoxville Branch) and train to work as a child welfare worker.

Carolyn Crenshaw

Freshmen invaded the campus leaders list this year with the number three spot. Carolyn Crenshaw, daughter of Mr. and Mrs. Edwin C. Crenshaw of Union City, Tennessee, is a freshman in Home Economics. Carolyn has one brother, Edwin B., who also attended UTMB several years ago. Carolyn, known to her friends as Crenshaw, graduated from Union City High School with many hours to her credit. She was selected Miss Union City, Miss Senior High, Football Maid, president of F.H.A., Band officer, and a cheerleader. Crenshaw makes friends easily with her bubbling personality and always adds to the excitement and fun. Her new friends showed their liking for her by choosing her as a cheerleader, Vice-President of Delta Phi Delta, and Secretary-Treasurer of the Freshman Class. She is a member of the Delta Phi Delta, T Club, and Home Ec Club. Crenshaw has always enjoyed singing and now she takes an active part in the college chorus and sextet. Along with singing she likes to draw and swim and is very good in all she undertakes. Carolyn plans to transfer to Knoxville for her last two years and train to be an airline hostess or art teacher.

Shirley Sharp

Shirley Sharp, sophomore from Hornbeak, says that her hobby is people. That is easy to believe, for many honors, social as well as academic, have come her way in school. She was elected Miss Hornbeak High School, Most Outstanding Senior, secretary of the senior class and was named valedictorian. She was a member of the Glee Club, the Sextet, Future Homemakers of America and was editor of the yearbook and school newspaper. She played basketball four years in high school and is now an intramural captain here.

Last year Shirley was chosen a Campus Beauty. She was secretary of the Business Club this fall quarter and is a women's sports editor for *The Volette*.

She is nineteen and the daughter of Mr. and Mrs. John Sharp.

Joyce Owen

Joyce Owen, a sophomore from Moscow, is another Home Economics major. Joyce has been secretary of the Freshman class and is now Sophomore class secretary. She is an active member of the Home Ec Club. Joyce likes the friendliness of the students and smallness of the school, but she says there are enough classrooms. Joyce plans to finish her four years of school here.

Barbara Andrews

Barbara Andrews, freshman from Halls, Tennessee, is majoring in Home Economics. Barbara is a cheerleader, member of the T Club, Chorus and Home Ec Club. She was vice-president of her dorm fall quarter. Barbara likes the friendly attitude of students here at UTMB. She plans to return here next year.

Marilyn Hancock

It's the first time for Marilyn Hancock, sophomore in Home Ec from Springville. In addition to being a cheerleader this year, she is All-Students Club Representative for Delta Phi Delta and secretary-treasurer of the "T" Club. Her parents are Mr. and Mrs. Irving Hancock.

Dixie Dyer

Dixie Dyer, a sophomore from Petersburg, is majoring in Home Economics. Dixie is the secretary of the Wesley Foundation this year and was Reed Hall chairman last year. She is also the president of the Home Ec Club and has been active in the club since she has been at UTMB. Dixie likes the friendly atmosphere and the teachers at UTMB. She plans to attend the University of Tennessee at Knoxville next year.

Lawanna Walker

Lawanna Walker, another Home Economics major, is a sophomore from Savannah. Lawanna is a member of the Home Ec Club, Student Christian Association, and the *Volette* staff. She is vice-president of the SCA this year. Last year she was a campus beauty and maid to the Strawberry Queen. This year she was Barnwarmin' Queen. Lawanna likes UTMB because it is so close to home and small enough to know everybody. Her future plans are indefinite.

Nancy Holland

Nancy Holland is a sophomore from Henderson. Nancy's major is Business Administration. She is the ROTC Battalion sponsors, was first maid in the beauty contest last spring. She has also been secretary and treasurer of the Business Club. Nancy likes just about everything about UTMB, especially the friendliness and good times. She plans to attend the University of Tennessee at Knoxville after leaving here.

Roberta Brakefield

Roberta Brakefield is a senior in Home Economics from Memphis. She is now editor of the annual for this year and has been a member of the annual staff the last two years. She is an active member of the Home Ec Club and has been reporter for the club. She has been a campus beauty for the past three years. Roberta, too, likes the friendliness of the campus. She plans to teach school after graduation.

Melvin "Pinky" Russell

Pinky Russell, of Collierville, is president of the Sophomore Class. Last year he was vice-president of the freshman class and Valentine King. He belongs to the Ag Club and the "T" Club and plays football. In high school, he was president of his senior class and the FFA club and football captain.

Joe Nip McKnight

The Volette sports editor has written of Nip McKnight, sensation maker of UTMB's basketball team: "That old saying, 'See you in the funnies', proved true for Nip McKnight January 9. At that time he was a subject in the cartoon feature 'Dixie Doodling', in *The Commercial Appeal*. The article brought out the oddity of Nip's new UTMB scoring record, which he set last year by breaking the record set back in 1927-28 by his own father. Nice going, Nip." And now the whole school has said the same thing: "Nice going, Nip." He is from Bemis, where he graduated from J. B. Young High School. He is now a junior here, having attended Memphis State his first year. His parents are Mr. and Mrs. Marvin McKnight.

Gerald Carver

One of the new faces in the Leader line-up, Gerald Carver, is vice-president of the Sophomore Class, president of the Business Club, secretary-treasurer of the Boys Dorm Club and a 2nd Lieutenant in the ROTC. He graduated from Cloverdale High School and last year had a fling at pro baseball with a Cardinal farm team. He numbers his ambitions as (1) getting married, (2) becoming a Certified Public Accountant, and (3) spending a few years in the Air Force. His parents are Mr. and Mrs. Jones Carver.

Joe Howard Cherry

One Cloverdale Leader after another is Joe Howard Cherry, sophmore major in agriculture. He was president of the Dorm Club two quarters and is now editor of the *Ag-Ec-Hó!*, a publication of the Agriculture and Home Economics Department. In 1952, he received a State Farmers Degree in the Future Farmers of America organization. His present plans include graduation from UTMB and the pursuit of a major in agricultural chemistry.

Jack Murphy Franks

Jack Murphy Franks, senior from Holladay, has been president of the Ag Club, was an Aggie-of-the-Month and Aggie-of-the-Quarter and chairman of the Election Commission last year. He was vice-president of his junior and senior classes in high school, is a Baptist and hopes to work as a salesman for a feed company.

Foreign Students at UTMB

By JOE F. VON ALMEN Jr.

(NOTE: This is the final article on the foreign students enrolled at UTMB).

AMBROSIO BOLANDRINO

Ambrosio or "Am" as he is called by the students of UTMB, came to the United States from the Philippine Islands. In 1945 a young American Army officer, Major David Nanney, selected Ambrosio from other Filipino boys as the one whom he would like to help receive an education in the U. S. In 1949 "Am" came to El Paso, Texas, where Major Nanney (who is now a Colonel) was stationed. "Am" attended Austin High School in El Paso and later transferred to Martin High School since Colonel Nanney was originally from Chestnut Glade, a small community about eight miles from Martin. "Am" graduated from Martin High School in May, 1951, and enrolled at UTMB in September of the same year. He continued his college education until December, 1952. During this time he was enrolled in mechanical engineering. "Am" was elected treasurer of the Engineers Club and also was chosen for the honor of Campus Leader, a very notable achievement for a freshman. He was also elected Halloween King in 1951.

In December, 1952, "Am" joined the U. S. Army. He joined primarily to acquire approval for citizenship and secondly for financial conditions. He took his basic training at Fort Jackson, South Carolina. On completion of his basic training he was assigned to the 8th Military Police Company as a clerk-typist. Within a week's time he was transferred to a traffic investigation. By October, 1953, "Am" was placed in charge of this section and remained there until he was sent to Korea. In Korea he was assigned to the Provost Marshal section and was later transferred to the Seventh Transportation Major Command (Quartermaster Section), located at Pusan, Korea. While he was in Korea, "Am" was appalled at the thousands of homeless orphans who roamed the streets. He visited several orphanages and was reminded of the conditions of his own native land after World War II. "Am" was discharged from the Army in September, 1954, at Fort Knox, Kentucky. While in the army he attained the rank of corporal which he held throughout his two year service period.

After he received his discharge, "Am" immediately enrolled at UTMB this fall quarter. He is now in the Business Administration Curriculum. He plans on majoring in accounting and hopes to later receive his degree in law. At the present time "A" is living in the men's dormitory although his home in Martin is with Mr. and Mrs. Mike Nanney, who live at Chestnut Glade. "Am" has just completed his final papers for citizenship and hopes to become a citizen before very much longer.

As many of you know the All-Students Club sponsored a campus drive for clothes to send to Korea. This drive came from an idea that "Am" had about doing or getting something done for the homeless orphans in Korea. He introduced the idea to Dean Meek and received his approval to ask the All-Students Club to sponsor this drive for clothing. The All-Students Club collected approximately thirty duffel bags of clothing which have already been sent to Korea.

"Am" likes almost all American sports, especially football, basketball, and baseball. His most violent dislike of the U. S. is its cold weather. The first winter that he was in the U. S. he experienced 20 degrees below zero weather. He likes to travel and this can be deducted by the fact that he has been in almost every state in the Union and has crossed the Pacific Ocean three times. His favorite hobbies are helping other people and amateur sculpture work. He has carved many facial busts which he seldom keeps, but gives to others as presents. Among his collection are facial busts of Roosevelt and Lincoln which he, himself, carved.

"Am" says that he has learned the American way of life now and likes it very much. In the future he plans to settle in or around Martin. However, he is planning on transferring to Knoxville in September, 1955, to further his education.

Why Follow --- When You Can Lead

The objective of the college Reserve Officers Training Corps is to develop the qualities of leadership required in both military and civil enterprise and to impart specialized knowledge and skills. More specifically; ROTC courses are designed to qualify college graduates for Reserve Commissions,—to enable this potential group of leaders to prepare for effective service in the army.

One of the slogans of the ROTC aptly describes its mission: "Learn today—Lead tomorrow".

The Reserve Officer's Training Corps of the Army has a long and honorable history—a history far older than the law which established it in 1916.

In 1819 military training was prescribed as a part of the curriculum at what is now known as Norwich University, in Northfield, Vermont.

The Military Department of the University of Tennessee itself has a record which is probably unequalled at any State University for length of service. The military was introduced at the University of Tennessee in 1840.

The National Defense Act of 1916 established the ROTC as we know it today. The first officers commissioned from ROTC were graduated from college in 1920. There were 190 officers in that group. Last year over 14,000 college graduates received commissions.

At present there are 219 civilian colleges offering ROTC instruction.

You are now probably wondering what advantages the Army ROTC offers you. Let us take time therefore to mention the main advantages:

1. The student who completes the Army ROTC course is commissioned in the Army Reserve as a second lieutenant.

2. The student who is selected as a Distinguished Military Student may apply for an appointment as a second lieutenant in the Regular Army.

3. The ROTC Student who is in good standing in his academic courses qualifies for advancement in the ROTC may be deferred from Selective Service induction to permit him to complete his college course and his ROTC training.

4. Even if active military service is never required of the ROTC graduate, the leadership training and experience he received while attending college will prove invaluable in his civilian life.

The training that the student of Military Science receives stresses leadership and integrity. It is stressed by example, instruction and practical application.

Should a student be required to forego his college training after only two years of study, his two years of ROTC training will not have been wasted. In addition to the good his training will have done him he may be granted a certificate of eligibility for entrance to an officer candidate school.

ROTC Cadets receive, during their freshman and sophomore years, two hours of classroom instruction and two hours of military drill each week.

Durin gthe freshman year the student, in his classroom work will study:

(1) Organization of the Army and ROTC

(2) Individual Weapons and Marksmanship, which includes training with the rifle, carbine and submachine gun and marksmanship training on the school's indoor rifle range.

(3) American Military History

(4) Drill and Exercise of Command

During the sophomore year the student will study:

(1) Map and Aerial Photograph Reading

(2) Crew-Served Weapons and Gunnery: which includes the automatic rifle, 30 and 50 caliber machine guns, 60 millimeter, 81 millimeter and 4.2" mortars, and the 57 and 75 millimeter recoilless rifles.

(3) Drill and Exercise of Command

For the weekly drill period the ROTC cadet corps is organized into a battalion with its staff, three companies of three platoons each, and a band.

All command positions are filled by the second year men and the entire drill period is conducted by them under the supervision of the Military Department.

The cadet battalion is commanded by Cadet Lt. Col. Perry Hockaday, with Cadet Major William Thetford as Executive Officer and Cadet Captains J. W. Sumrow, Cadet Major Joe Cherry and Cadet Captain C. C. McCool as S-1, S-3 and S-4 respectively.

In addition to the normal course of studies in military science, the ROTC offers some wholesome extra curricular activities; the band, the rifle team and the Military Ball.

The band was started during the past year and has been accepted enthusiastically by the student body. It plays as a part of the regularly scheduled drill periods and at ball games. The band members and their director, Mr. J. L. Taylor, have been doing a very fine job.

The rifle team also was organized during the past year. The rifle team has engaged many of the large colleges in postal matches and is steadily improving. It presently is participating in the Third Army Intercollegiate Rifle Match. M-Sgt. Keith W. Smith is the rifle coach.

Expectations for a bigger and better band and a top notch rifle team for the next school year are being fostered.

The Military Ball too is a brand new innovation at UTMB. The second Annual Military Ball will be held 12 February. Music will be furnished by the Sellers Leach Band.

The glamour for the ROTC Cadet Corps is furnished by the unit sponsors, women students selected by the cadets. This year's sponsors are Honorary Lt. Col. Nancy Holland, and Captains Agnes Beard, Nilda Manning and Barbara Ann Wilson.

As at our parent University at Knoxville, two years of Military Science is required of every male student at the Martin Branch, provided of course that he meets the following pre-requisites:

(1) He must be a citizen of the United States.

(2) He must be physically qualfied.

(3) He must be a regularly enrolled student.

(4) He must be not less than 14 years and under 23 years of age and pass such general survey er screening tests as may apply.

Students who have had previous honorable active service in any of the Armed Forces will receive credit toward advanced standing in the ROTC.

An ROTC Student transferring from one college to another having an ROTC unit is given full credit for his ROTC training at the previous school.

The Professor of Military Science and Tactics, known as the PMS&T, is responsible to the school officials, and to higher military authority, for the effective conduct and administration of ROTC activities at the school. Dean Meek exercises the same control over the Department of Military Science, even though the Department is staffed by Army personnel, as he does over any other department of the school.

All cadets are completely uniformed from cap to shoes, including the insignia of their rank or grade. The military uniform is worn only for drill and is furnished at no expense to the student, in fact the entire ROTC program involves no expense to the student.

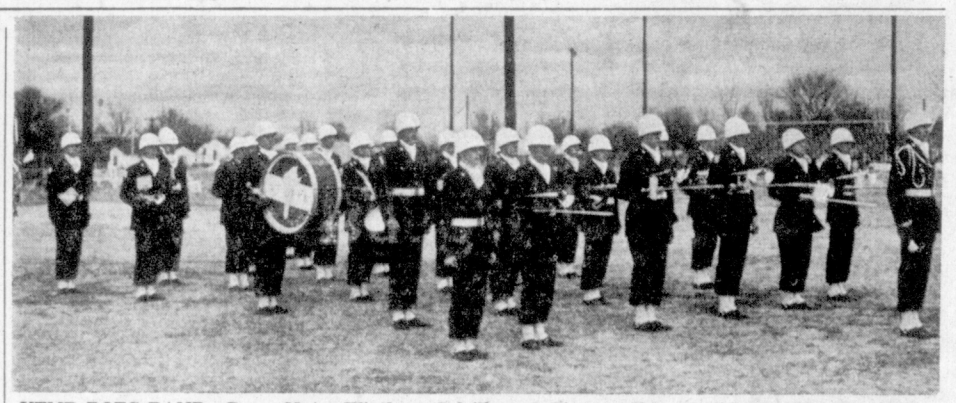
The military personnel selected by the Department of the Army for ROTC Duty must meet high standards of ability and morality. The Army personnel at the Martin Branch are no exception and we feel that we have the finest. Major Sieber, the Associate PMS&T, an infantry officers with twelve years service, Captain Downer, an infantry officer with eight years service, M-Sgt. Sanders, an infantryman with twelve years service, M-Sgt. Smith, an infantryman with 7 years service, and M-Sgt. Porterfield, an infantryman also with 11 years service.

The Military Department at UTMB is justly proud of its facilities and its training methods and would be very happy to welcome any visitors interested in the military facilities and the instructional methods used by the Military Department at UTMB.

The ability, interest, and enthusiasm shown by the ROTC students at the Martin Branch are very heartening and we feel that our cadet corps is second to none.



UTMB COLOR GUARD—*Cadet Sgt. W. W. Cox, Cadet SFC. D. T. Taylor, and Cadet Sgt. F. L. Pillow.*



UTMB ROTC BAND—*Drum Major Winthrop Colville and Director Kenneth Stinson. Other members of the band are: J. D. Hooper, J. B. Stewart, J. S. Fields, L. B. Marshall, J. C. O'Brien, J. P. Luton, J. Spence, W. T. Mitchell, E. R. Moore, D. S. Arnold, T. W. Evans, B. Freeman, D. D. King, J. Pfleuger, C. H. Killebrew, R. W. Workman, E. R. Waxler, T. F. Barnes, W. T. Harrison, W. J. Cox, M. G. Doran, R. H. Bowles, L. L. King, H. M. Parris, R. Roberts, J. H. Nance, B. L. Briscoe.*



BATTALION COMMANDER *and his staff: Cadet Major Thetford, Cadet Capt. Sumrow, Cadet Lt. Col. Hockaday, Cadet Major Cherry, and Cadet Capt. McCool.*